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ABSTRACT

This user's guide for professionals using Project Lifelong Learning staff development modules is designed to accompany the documentary on lifelong learning in the community, one of three half-hour television documentary programs intended for broadcast and for general public discussion activities. It introduces the project, the purpose of which is to inform people about successful ways to work toward reaching National Education Goal 5: adult literacy. Information follows on the use of package elements: public service announcements (PSAs); documentary, overview of staff development, and indepth staff development videos; readings; suggested discussion questions; ideas for implementing the strategies; bibliography; and resources. In the "Readings" section, an overview of the community context describing the goal of community education programs is provided, followed by descriptions of programs in the video and their selection, and readings on the strategies defining what each means and why each is important. The five strategies are as follows: meet learner's needs, develop support for lifelong learning, accommodate learner differences, develop higher order skills, and enable learners to use all language processes in their lives. The 11 discussion questions are followed by ideas for implementing strategies. A bibliography lists 247 readings on literacy and lifelong learning in general and on the strategies. A subset of the readings is annotated. The resources section lists 26 organizations and 9 clearinghouses. Abstracts describe their goals, activities, and services. A newsletter/directory on the history and background of PSAs produced for literacy awareness completes the package. (YLB)

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Project Lifelong Learning

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PROJECT LIFELONG LEARNING: FOR THE COMMUNITY

USER'S GUIDE

Lori Forlizzi, Ph.D.
Research Associate

Priscilla Carman, M.Ed.
Project Assistant

Eunice N. Askov, Ph.D.
Professor of Education
Director, Institute for the Study of Adult Literacy

Institute for the Study of Adult Literacy
The Pennsylvania State University
204 Calder Way, Suite 209
University Park, PA 16801-4756

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Introduction to Project Lifelong Learning: for the Community

Purpose of the Project

The purpose of Project Lifelong Learning is to inform people about successful ways to work toward reaching National Education Goal #5:

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Project Lifelong Learning shows five key ways, or **strategies**, that programs can use to help adults become lifelong learners. The five strategies are:

- Meet the needs of the learner;
- Develop support for lifelong learning;
- Accommodate learner differences in the program;
- Develop higher order skills, such as problem solving and decision making; and
- Enable learners to use all language processes (reading, writing, speaking, and listening) in their lives.

The strategies were selected after reviewing the literature in adult education and related fields, and after conducting interviews with a 15-member advisory panel and more than 25 other nationally known experts in those fields. The strategies are flexible enough to be adapted to a variety of community education program settings.

The research suggests that adults learn best when learning addresses their goals, aspirations, and problems. Active, hands-on learning using realistic situations and materials helps learners make the important connection between "learning in a program" and "doing in life." Thus, Project Lifelong Learning was developed around three **contexts** that provide meaningful learning experiences for adults: the community, the family, and the workplace.

About This Package

This package addresses the community context. The package is intended to help the public and community educators learn about the strategies and how they can be implemented, and about ongoing community education efforts that use the strategies. It includes:

- **Six public service announcements (PSAs),** each approximately 30 seconds in length. Three of the PSAs showcase lifelong learning efforts across the country. Each of the other three showcases a successful adult learner who has benefited from these efforts. Two of the PSAs, one showcasing efforts and one showcasing a learner, focus on the community context; the other four PSAs focus on workplace education and family literacy efforts. **Two versions of each PSA are on the tape.** One version includes the following tag line: For information, write P.O. Box INFO, Pittsburgh, PA, 15213. The other version has no tag line, to allow local programs to add their own information.

- **A documentary video,** approximately 28 minutes in length. The documentary video is a collage of the strategies in action. It tells the story of three community education programs around the country that are working to achieve National Education Goal #5.

- **An overview staff development video,** approximately 28 minutes in length. The overview staff development video provides a broad understanding of each strategy through examples from community education programs around the country.

- **An in-depth staff development video,** approximately 28 minutes in length. The in-depth staff development video provides more information about how community education programs around the country have put the strategies into place.

- **Readings.** Readings are provided to give users more information about the community context, the programs featured in the videos, the strategies, and how they can be implemented.

- **Suggested Discussion Questions.** A series of discussion questions is provided, to get viewers thinking about the strategies, why they are important, and how they can be applied in their own and other programs.

- **Ideas for Implementing the Strategies.** Ideas for implementing the strategies are provided in a checklist form.

- **Bibliography.** Since the readings provided in this User's Guide can only provide limited information, a list of readings on literacy and lifelong learning in general and on the strategies is provided. Many of the readings listed relate to education in the community context. A subset of the readings is annotated.

- **Resources.** A list of resource organizations and clearinghouses is provided. Abstracts describe their goals, activities, and services.

Two parallel packages for the workplace and family contexts are available from WQED, 4802 Fifth Avenue, Pittsburgh, PA, 15213.

How This Package Might Be Used

The PSAs can be used to inform the general public about lifelong learning efforts and success stories. Users may take the PSAs to local television stations, including network affiliates and cable stations, for local broadcast. Either the versions with the "write P.O. Box INFO" tag line or those with no tag line may be used. Users can ask local stations to add local referral information to the versions with no tag line. For example, a coalition of local providers might add their addresses and telephone numbers in the tag line. If the version with the "write P.O. Box INFO" tag line is used, viewers who contact Box INFO will be referred to local resources.

The other materials in the package are most effectively used by a group led by a facilitator. The facilitator can guide the group through the discussion questions and accompanying readings before and after viewing the videos to get the group thinking about the strategies, why they are important, and how they can be applied in their own and other programs. An organization or group that wishes to use the package may choose a member to be the facilitator. Or an individual may identify a group that would benefit from the package and organize one or more group meetings around the package. For example, an administrator of a community literacy program may decide to use the package with volunteers in the program.

All three videos and the accompanying materials may be used in sequence (documentary, overview staff development video, in-depth staff development video) over a period of three or more sessions. When used in sequence, the products add new information to that learned in the previous session. However, groups may also choose to use only one or two of the videos and the accompanying print materials, depending on their goals. For example, those who are interested in learning about how some programs nationwide implement the strategies might watch only the documentary video and use only some of the accompanying discussion questions and readings. Those who are interested in learning about the strategies may use the overview staff development video and appropriate discussion questions and readings. Those who are interested in learning about the strategies and how they can apply them might watch the overview and in-depth staff development videos, use the appropriate discussion questions and readings, then use the checklist of ideas for implementing the strategies to assess the extent to which they already use the strategies and to learn further ideas for implementing the strategies. The bibliography may be copied and distributed to group members so that they can use it to further research the strategies.

Obviously there are many ways to use the videos and accompanying print materials provided in the User's Guide. How these materials are used depends upon the expertise and goals of a group. A facilitator can select materials and conduct a session or sessions appropriate to the needs of a group.

Information for the Facilitator

The facilitator acts as a guide for helping other viewers learn about the strategies, why they are important, and how they can be applied in community education programs. By studying and selecting video and print materials carefully, the facilitator can create a session that is meaningful and useful to a particular group and situation. The facilitator's role includes:

1. **Preparing for the session**: previewing the videos and all accompanying print materials; selecting materials to use depending upon the group's goals and expertise.

2. **Running the session**: introducing the session; showing the video or videos; posing discussion questions; guiding the discussion; distributing materials (such as the checklist of ideas for implementing the strategies, readings, bibliography, or resource list).

The following section provides more detailed information about the video and print materials in the package and how they might be used by the facilitator. The materials are designed so video, print, and group interaction can be combined into a variety of presentations to meet the needs of different audiences.

- The **documentary video** presents the efforts of three community education programs across the country to move toward National Education Goal #5.

- The **overview staff development video** introduces the five strategies and why they are important through narration, video clips from programs, and interviews with staff and students involved with the programs.

- The **in-depth staff development video** provides information on ways that the five strategies can be applied, through narration and examples from programs. It can be used to illustrate how community education programs can implement the strategies.

- Four types of **readings** are included. The readings may be used by the facilitator to prepare for the sessions, and may be duplicated and distributed by the facilitator during the session.

  The Overview of the Community Context describes the goal of community education programs and broadly characterizes efforts in the field.

About the Programs Featured in the Videos describes how the programs were selected and gives a brief description of programs highlighted in the videos. A list of all programs that provided footage for Project Lifelong Learning is included.

Readings on the Strategies define what each strategy means and why each is important. It embellishes the information provided in the overview staff development video.

Readings on Implementing the Strategies give ideas for ways the strategies can be applied in programs. Examples of each way appear in the in-depth staff development video.

- **Discussion questions** are designed to build on each other. The first few questions get participants talking abut lifelong learning and how it might help adults. Later questions encourage participants to talk about the strategies, why they are important, and how they might be applied in community education programs. The last few questions encourage participants to consider how they currently implement the strategies in programs, and how they might implement strategies they do not currently use. The facilitator can choose appropriate questions from this list depending on the audience and its goals.

- **Ideas for implementing the strategies** give more detailed suggestions on how to apply the strategies. The list may be used by the facilitator to prepare for the sessions. It may also be duplicated and distributed to group members. They may use it to assess the extent to which they already use the strategies, as well as to get ideas for implementing strategies that they may not be using in their programs.

- The **bibliography** section may also be used by the facilitator to prepare for the sessions, or may be copied and distributed to group members at the end of the sessions.

- The **resources** section includes a list of organizations and clearinghouses. The facilitator may distribute copies to the group at the end of session or series of sessions to enable group members to conduct further research on their own.

READINGS

Overview of the Community Context

A community is more than a shared geographical location. People who are part of a community also share life situations and experiences. These shared situations and experiences may include similar cultural or ethnic backgrounds, friendships, socioeconomic levels, interests, or concerns. For example, the members of a church may be a community because of their shared interest in worship. Or, people who live in the same inner-city neighborhood may be a community because of their shared geographical location, similar socioeconomic backgrounds, concerns, and friendships.

Throughout history, adult education efforts have been closely linked with the community. They ranged from informal, grass-roots gatherings where adults of the community helped each other to more formal, government-sponsored adult education opportunities that were located in the local schools.

Today, a variety of community education programs for adults work to provide educational opportunities to people who are part of the community. They include local adult basic and continuing education programs, community-based organizations, correctional education, volunteer literacy councils, libraries, civic and service organizations (such as economic development organizations and civic leagues), church groups, and community colleges. These programs are not always mutually exclusive; many community education programs are combinations of these efforts.

A variety of organizations, sponsors, and funding agents are involved in community adult education. They include state and federal government; civic and service organizations (such as the United Way); foundations; business and industry that may donate resources to the community; and national organizations, such as the Association for Community Based Education, Laubach Literacy Action, and Literacy Volunteers of America. Many community education programs represent collaborations between several of these organizations and others.

Adult education programs in the community have a variety of goals and purposes. Some emphasize helping individuals develop their literacy and learning skills. Other programs work to help learners use literacy and learning skills to become more involved at the community level. For example, programs that use the National Issues Forums' literacy materials encourage learners to develop their skills to participate in the civic structures at the local, state, and national level. Other programs stress the importance of helping learners develop their skills so they can work to improve the quality of their own and others' lives by changing social conditions.

Regardless of their purpose or setting, community education programs are uniquely suited to tapping into the shared life experiences and situations of the people of the community. When programs are sensitive to the needs and concerns of the people and the community, they can reach many adult learners who might not otherwise be involved in education.

About the Programs Featured in the Videos

Potential sites to be included in the videos were identified through discussions with the 15-member advisory panel and experts in adult literacy and community education, and by researching newsletters such as Push Literacy Action Now's *The Ladder* which reports up-to-date activities in the field. To be selected for the videos, programs had to address real life learning needs and goals of learners and use one or more of the strategies. The programs also had to be active when the videos and supporting materials were being developed and had to be accessible by video crews. Programs that were finally selected for Project Lifelong Learning (across all three contexts: workplace, family, and community) represented: 1) a variety of geographic locations across the U.S., with a mixture of urban and rural settings; 2) a variety of physical settings, such as community learning centers or libraries; 3) efforts to serve a variety of racial and ethnic populations; 4) lifelong learning efforts, as well as those that focused strictly on literacy; 5) efforts by volunteer as well as professional staff; and 6) efforts supported by a variety of funding sources (including the government, corporations, and foundations, among others). The programs featured in the videos in the *Project Lifelong Learning: For the Community* series include:

• **Project READ**, a library-based literacy program serving the cities of South San Francisco, Daly City, and Pacifica, California. Students work with volunteer tutors on the skills they need to meet their individual needs and goals. For example, if a learner wants to study for a contractor's license, the student and tutor work on the reading and writing skills he or she needs to pass the licensing exam. Project READ also sponsors many group activities to get learners to talk to each other, develop support for one another, and participate in their communities. Activities like the National Issues Forums and Read Out/Speak Out groups provide opportunities for learners to discuss important national and community issues and develop their thinking and problem solving skills. A group of 12 adult learners serve on a "Learner Planning Team," which plans workshops, study groups, and events for learners and tutors. Several adult learners from Project READ have been instrumental in the formation and leadership of the New Reader Council. The council brings new readers together from all over the San Francisco Bay area to plan workshops and conferences for other new readers, publish a newsletter, and work on community outreach through public speaking.

• **Appalachian Communities for Children (ACC)**, located in Annville, Kentucky. By bringing adults and families from two rural counties of Kentucky together in a variety of community education settings, ACC strives to meet learners' needs and build on the strengths they bring to programs. Learners are encouraged to share their cultural heritage and sense of community history as they develop their literacy and learning skills. The organization has worked with family resource centers to increase family and

community involvement with schools through activities such as community heritage projects. For example, in a joint project with the Goose Rock Family Resource Center, adults worked with sixth graders from the local school. The adults collected herbs, flowers, and plants that grow in the Kentucky woods and noted their uses. The sixth graders accompanied the adults on a field trip, then helped to develop a display for their school. ACC also sponsors programs at the Clay County Learning Center that draw heavily on community heritage: for example, crafts classes offered at the center provide the springboard for a variety of writing activities.

• **The Learning Bank of COIL (Communities Organized to Improve Life) Inc.**, in southwest Baltimore, Maryland. The Learning Bank illustrates how a program can grow when staff work cooperatively with community organizations. By connecting with local churches, schools, businesses, senior citizen groups, and neighborhood associations, The Learning Bank provides a variety of educational opportunities for adults of all ages. The curriculum is geared to each learner's individual needs and goals and utilizes a variety of teaching methods and activities. Many of the learners at this site are among the hardest to reach and most educationally disadvantaged individuals living in the city.

• **Literacy Volunteers of New York City, Inc. (LVNYC).** LVNYC offers free basic literacy instruction to adults 17 and older in eight program centers throughout the city. Students work in small groups of four to eight with pairs of tutors in two-hour sessions twice a week. LVNYC uses a whole-language approach, and the educational program is learner-centered: students set their own goals and select their own reading materials and writing topics. A staff of professional educators trains and supervises the volunteer tutors. LVNYC also provides outreach training for other organizations and publishes a national award-winning series of books for adult new readers under the Readers House imprint.

Additional footage in the videos is provided by the following programs: the Adult Education Program of the State Regional Correctional Facility at Mercer, Pennsylvania; Alpena Community College's Workplace Partnership Project, Alpena, Michigan; the Arlington Education and Employment Training Program (REEP) of the Arlington (Virginia) Public Schools; the Center for Employment Training, San Jose, California; the Family Tree Project, Mesa, Arizona; Indianapolis Even Start; the Parent Readers Program, Brooklyn, New York; Project Even Start, Waterville, Maine; and The Seafarer's Harry Lundeberg School of Seamanship, Piney Point, Maryland.

Strategy #1: Meet the Needs of the Learner

To meet the needs of the learner, **community education programs must ensure that learners see how learning is meaningful and can be used in their lives**. Programs must ensure that learners feel comfortable as they participate. Many adult learners left school and do not persist in adult learning programs because they do not see how school or program activities are relevant to their lives. They may have developed negative attitudes toward schooling due to these experiences. Community education programs should help adults discover how learning "this time around" is a positive way to get the skills they need to meet the demands of daily life. This will keep adults enrolled in the program, show them the connection between learning and their lives, and get them on the road to becoming lifelong learners.

Programs can do this by addressing the goals and problems that adult learners bring to the program. For example, a learner may want to improve his or her writing skills in order to write letters to family members. Another learner may want to finish his or her education to pursue a career. Programs should discover the needs of individual learners and work to meet those needs. As learners remain involved in a program over time, their needs, goals, and desires change. For example, a learner's family situation may change. There may be a change in a learner's marital or economic status. Or, learners may change as they progress through the program, meeting new challenges, and experiencing success. Programs must adapt to changing problems, needs, goals, and desires of learners over time.

Programs can also rely on non-traditional instructional methods rather than more traditional methods adults experienced as part of their previous schooling. For example, programs may keep adults' interest by relying on methods such as discussion groups, computer writing lessons, or encouraging learners to tutor each other, rather than focusing solely on such traditional methods as lecturing or individual work in workbooks.

How Can Programs Implement Strategy #1: Meet the Needs of the Learner?

Use a Learner-Centered Approach

In programs that use a learner-centered approach, program staff understand that learners know their own strong areas and learning needs better than anyone else. Staff respect learners' knowledge and experiences. Learners have active input into all aspects of the program. They guide the course of their own programs. Staff ask learners about their needs and goals when they enroll in the program and periodically thereafter. Staff work to get to know individual learners to help better understand their life situations and how those situations influence their needs and goals. These needs and goals are addressed in instruction. For example, a tutor may guide a learner as he or she does research to discover which local grocery store has the lowest prices. During instructional activities, learners have substantial amounts of input, control, and responsibility. Learners also have a say in how the program is designed and run. There may be a learner advisory panel that guides program activities and advises on decisions made by program staff.

Embed Instruction in a Relevant Context

Community education programs that meet the needs of learners introduce new skills and knowledge that are meaningful to adult learners. This means that programs focus on teaching skills and knowledge that learners need in their daily lives. Real situations that adults find themselves in provide a springboard for instructional activities and provide materials to be used during instructional activities. For example, a student may practice verbalizing a point he or she would like to make in a community forum before going to the meeting. A flyer that a learner picked up at church can be brought to the instructional session so that a teacher can help him or her read it.

Offer Non-Traditional Instruction and Delivery

Community education programs that meet the needs of the learner often use non-traditional instruction and delivery methods. Non-traditional instruction is different from the kinds of instruction that many adult learners experienced in the past. It offers learning tools, situations, and relationships that adults probably did not experience in their previous schooling. Non-traditional instruction and delivery may include:

- small group instruction;
- technology-based instruction;
- cooperative learning and peer tutoring;

- peer tutoring, where students work together;
- distance education.

Technology-based instruction, including computer-assisted and computer-based instructional programs, instructional, and interactive video are important because the ability to use and interact with technology in everyday life, especially in the workplace, is fast becoming a necessary skill. Technology-based instruction helps learners develop basic and higher order skills while they learn to use new technologies. Learners may work individually, in pairs, or in small groups, using technology as a tool for instruction.

Cooperative learning and peer tutoring represent new ways for learners to interact with teachers and peers in an educational environment. Learners and teachers interact on an equal footing in cooperative learning. In peer tutoring, learners, rather than instructors, facilitate each others' learning.

In distance education, various media provide communication between learners and teachers who are not at the same location. Educational television, teleconferencing, or newspaper lessons form the basis for interaction between teachers and learners.

Strategy #2: Develop Support for Lifelong Learning

To develop support for lifelong learning, **community education programs must form partnerships and strengthen connections among providers in the community.** They must provide support services to learners in the program. In the past, only a small percentage of adults took part in lifelong learning activities, mostly well-educated, white collar professionals. But as society changes and becomes more complex, lifelong learning for all adults will be more important than ever.

All organizations, groups, and institutions that have resources to support lifelong learning, including information, money, time, facilities, or advocacy, should work together to support lifelong learning. These organizations, groups, and institutions include the education system (public and private schools, higher education, adult education), libraries, human service providers, business and industry, public services, community organizations, citizen groups, local, state, and federal governments, and families. The cooperation and resources of all such agencies, programs, and institutions are important for two reasons: 1) to provide a wide range of support services to learners with different needs and goals, and 2) to increase communication among providers, decrease duplication of services and provide better coordination so adult learners can make the most of available services. Community education programs should work with other community agencies to develop support for lifelong learning.

Support services, such as child care, transportation, job skills development, counseling, and moral support, should be provided by programs. Many adult learners do not take part in or make the most of the educational opportunities available to them because of barriers such as lack of child care, transportation, or moral support. Support services help to remove such barriers and increase learners' opportunities for participation. Community education programs should provide a variety of such support services to learners.

How Can Programs Implement Strategy #2: Develop Support for Lifelong Learning?

Form Partnerships and Strengthen Connections Among Providers

Community education programs that develop support for lifelong learning work with other organizations in the community to provide comprehensive services to learners. By communicating and working with other community organizations, a program can direct learners to opportunities and services beyond those which it provides. A learner enrolled in a library literacy program, for example, may decide that he or she would like to pursue job training to obtain a better job. The program he or she is enrolled in may direct him or her to a community college job training program. Programs that are unable to provide transportation for their learners may make arrangements with a local volunteer center that can provide transportation. Without such linkages, learners may be unaware of all the learning opportunities and services available to them. When such linkages are provided, learners make the most of the services available to them. By communicating and working with other community organizations, programs can also eliminate duplication of services, thereby helping to conserve resources and improve services. When several programs coordinate transportation services for their clients, for example, the resources and energies that were expended by staff in each program to coordinate their own transportation can be directed to other efforts. This allows each program to focus on the services it is best equipped to provide, ultimately strengthening all of the programs involved.

Offer Support Services

Community education programs can develop support for lifelong learning by providing support services to learners. Programs may provide on-site child care. Or, programs may offer breakfast or lunch. Some programs may make counselors available to learners to help them adjust to changes that occur in their lives as a result of being enrolled in the programs. Such services help relieve some of the learners' worries and responsibilities and allow learners to focus on learning. Programs may provide such services on their own, or if this is not possible, they may collaborate with other agencies to provide support services.

Strategy #3: Accommodate Learner Differences in the Program

To accommodate learner differences, **community education programs must work to understand and respond to the differences among learners.** Every learner comes to a program with his or her own unique qualities, background, beliefs, values, language, and experiences. These differences might affect learner participation in the program. Programs can respond to learner differences by:

- organizing services so that they address cultural and ethnic differences. Attitudes, values, and beliefs about schooling are culturally determined to a great extent and they vary among adult learners. For example, learners from cultures that do not highly value formal education may reflect these values in the program. They may exhibit behaviors or say things that might be interpreted as a "bad attitude," but are instead a reflection of their cultural values.

- organizing services so that they address special needs. Learners may have vision or hearing problems or physical impairments that require accommodation in the program. They may have learning problems that affect how they learn, such as difficulty following directions or a problem with screening out background noise while trying to work. They may have learning preferences, preferring to figure something out on their own rather than listening to someone tell them about it. Environmental circumstances may create special needs: for instance, learners who live in rural areas may not have transportation easily available.

Community education programs must become aware of the differences and needs specific to learners and must respond to those differences in the program—making sure that program staff learn some sign language when a deaf learner enrolls in the program, for example. When programs respond to the needs of learners, learners are more likely to remain in the program.

How Can Programs Implement Strategy #3: Accommodate Learner Differences in the Program?

Develop Sensitivity to Learner Differences

Community education programs that accommodate learner differences work to discover the cultural, social, and educational history of each learner and what life is like currently for each learner. This includes finding out what learners consider to be their strong points, how they learn best, how they did and did not learn in the past, and how they would like to learn. It includes asking learners to talk about barriers that may be keeping them from fully participating in the program. Programs can use a variety of methods to enable learners and staff to share their background, experiences, goals, and preferences. These include staff interviews with learners, informal discussions between a learner and a teacher, between groups of learners and teachers, or the use of formal assessment instruments.

Community education programs that accommodate learner differences provide staff development activities that raise awareness of the differences among learners and how these differences prevent or affect learners' participation in the program. Staff development activities can focus on raising awareness of cultural diversity, potential learning strengths and problems and how they can be identified, learning preferences and how they can be identified, and barriers to participation and how they can be identified.

Respond to Learner Differences

Community education programs that accommodate learner differences act on the information they gather from learners to maximize the ability of every learner to participate fully in the program. They respect learner backgrounds and differences and build the program so it suits the backgrounds and differences of each learner.

These programs build on learner strengths. For example, a student with artistic abilities may be asked to help design and produce recruitment materials. Such invitations allow learners to take the role of expert, building confidence and self-esteem, while at the same time benefiting the program.

These programs also provide ongoing staff development that gives staff the tools they need to respond effectively to learner differences in the program. Such staff development activities ensure that staff remain flexible to accommodate changing needs in the program.

Finally, these programs encourage professional development and leadership in staff from diverse backgrounds, including those from underrepresented groups and those with special needs. They also encourage learners to take leadership roles in the program. The programs encourage

such leaders to offer their valuable perspectives on the operation of the program, and use this information to respond more fully to learner needs.

Strategy #4: Develop Higher Order Skills

To strengthen higher order cognitive skills, **community education programs must provide direct instruction to learners in those skills, as well as help learners use those skills in new and varied situations**. Higher order cognitive skills include the ability to think critically (analyze and evaluate information and situations) and creatively (look at information and situations in new and imaginative ways). They include problem solving and decision making.

Instruction can take advantage of the fact that all adults use higher order cognitive skills to some extent. They have to evaluate what they see, hear, and read every day to make decisions and solve problems. For example, reading is usually considered a "basic skill." Yet reading involves making decisions (deciding whether the word "bug" in a text means an insect or a listening device), integrating information (connecting information in the text with one's own knowledge), and thinking critically (following and analyzing an author's argument). All of these skills are an integral part of reading. Thus, even people who are just learning to read use higher order skills.

Programs must also recognize that the nature of the information adults must deal with, the choices they must make, and the problems they must solve are becoming increasingly complex. Adults regularly engage in many activities, including choosing among a wide range of available products, juggling work, parenting, and personal responsibilities, and dealing with information needed to pay bills or obtain services. These activities are not as simple now as they were just a few years ago. At the same time, recent studies indicate that many adults do not make full use of the higher order skills when information becomes more complex.

Community education programs must help learners maximally use higher order cognitive skills to solve problems in their lives and meet their goals.

How Can Programs Implement Strategy #4: Develop Higher Order Skills?

Provide Direct Instruction in Higher Order Skills

Community education programs that develop higher order cognitive skills show learners how they already use higher order skills in their lives and how they can use them in new areas of their lives. Adults may not be aware of how they already use higher order skills and may not see other ways that they can apply these skills.

Programs begin by helping learners identify how they already use critical thinking, problem solving, and decision making skills in their lives. For example, learners might record in journals the various problems they run into and how they solve them.

Programs then help learners think about and practice other situations in which they can use higher order skills. For example, teachers and learners may discuss learners' journal entries, with the learners noting what worked, what they would do differently, and how they might use similar skills in other situations. Teachers may demonstrate for learners how they can use higher order skills in new situations. The teachers describe their thinking, one step at a time, as they solve a problem, make a decision, or work through a complex reading. For example, a teacher may model a problem solution for a learner who must deal with an angry neighbor. The teacher thinks aloud, saying: "The first thing I have to do is give my neighbor a chance to talk and listen carefully. I have to remember not to let my anger get in the way of my listening. I need to shift our attention to the problem and its solution, rather than becoming defensive. I must work to get an understanding of the problem. As I listen, I will record my neighbor's complaint on paper. Then we can look at it together to make sure we both see the problem the same way." Learners then practice using higher order skills in similar situations. Teachers can provide guidance in new situations (for example, suggesting a next step when the learner is no longer making progress), gradually withdrawing this type of support as learners become more confident of their skills.

Provide Realistic Opportunities for Practice and Application of Higher Order Skills

When programs use realistic life situations for the practice and application of higher order skills, like asking a group of learners to plan how space in the study room of a new learning center will be utilized, they provide a way for adults to transfer use of these skills to a variety of new situations. When adults practice using skills in realistic situations, they are more likely to be able to use these skills in their daily lives.

Programs that successfully develop learners' higher order skills bring real world problems into the educational setting. They use role plays and discussion groups to provide realistic learning situations, such as a conversation between a learner and his or her landlord. If possible, these programs provide opportunities for learners to practice and apply skills outside of the program: for example, a tutor and a learner may work together to prepare for a meeting between the learner and his or her landlord and may discuss the events of the meeting after it occurs.

Strategy #5: Enable Learners to Use All Language Processes in Their Lives

To increase learners' abilities to better use language processes in their lives, **community education programs must provide a variety of opportunities for learners to practice language skills and show them how these skills are important in their lives**. The language processes are reading, writing, speaking, and listening. They are the foundation of thought and communication and the tools people use to learn more about themselves and the world. Everyone can benefit from becoming a better speaker, listener, reader, and writer. The ability to express one's feelings and views and to respond to other's feelings and views is important. It empowers people and makes them feel that they can be proactive and can create change. Working to enhance language skills also strengthens higher order skills. Preparing a piece of writing, for example, involves the solution of many problems, including determining who the audience is and how the piece must be organized.

Learners must be able to see how language can be used to solve problems, reach goals, and carry out daily activities in their lives. Many adult learners think that reading is just being able to pronounce words and that writing is spelling and handwriting. Programs themselves may contribute to this perception by the approach they take to teaching. Language skills are often taught in isolation and in the absence of meaningful applications. Programs must explicitly help learners make the important connection between learning language skills in the program and using them in their lives.

Although they have unique aspects, the language processes are intricately related and the development of one process enhances the development of the others. For example, group discussion (speaking and listening) helps adults better understand what they are reading or writing. Writing and revising one's writing demands reading. Program staff can capitalize on this through the instructional activities they design.

Community education programs must help learners maximally use language processes to solve problems in their lives and meet their goals.

How Can Programs Implement Strategy #5: Enable Learners to Use All Language Processes in Their Lives?

Build Group Discussion Into All Learning Activities

Programs that successfully strengthen learners' abilities to use language processes build opportunities for group discussion into all areas of the curriculum: even those areas in which it is not traditionally used, such as in mathematical problem solving. When a learner tells a group of learners how he or she figured out how much money to set aside for a mailing to recruit new students, he or she develops speaking, and mathematical skills, while the rest of the group develops listening and mathematical skills. Discussion can also be used in conjunction with reading and writing activities. For example, a group of learners may want to prepare snacks for a large gathering. They may read and discuss several recipes before they make a list of what they will prepare and what ingredients they will need. Such activities provide opportunities for learners to develop all language processes concurrently.

Teach Reading for Meaning

Programs that enable learners to use reading show them that the goal of most reading is to make a text meaningful. They help learners see that they must be active and inquisitive readers in order to make a text meaningful. They show learners that they must actively think about what they want to learn from reading, ask questions of themselves to make sure the text is making sense, use aspects of the text like titles and boldface print to direct their attention to important points, and test their learning by trying to summarize the main ideas of the text.

Teachers in these programs use guided reading and modeling to demonstrate active reading to learners. Teachers may guide readers through a text with questions and discussion. Before reading, a teacher asks learners to discuss what they already know about the topic. The teacher asks them to discuss how they might attack the reading (read the headings first?). He or she asks learners to preview the text and predict what they think the text will be about. The teacher has learners formulate questions to be answered during reading. He or she then reads the text aloud with the learners, to draw attention to relationships in the text (such as cause and effect relationships) and to main points. After reading, the teacher asks learners to summarize the text in their own words. Teachers may demonstrate effective reading behaviors as they read out loud to learners. For example, a teacher who wants to show how he or she approaches a reading task might say, "Before I read this manual, I think about my purpose for reading it. In this case, I need to learn how to sharpen the blade of my riding lawn mower. I will scan the table of contents to look for key words, like 'sharpening' and 'blade.' Before I begin

to read the chapter, I will think about what I already know about doing this task. I know that there are a series of steps I must go through to remove the mower housing before I can sharpen the blade. The manual will probably tell me step by step how to do this. As I read, I'm going to visualize each step in my mind."

Teach Writing for Meaning

Programs that enable learners to use writing show them that the goal of writing is to produce meaning. These programs help learners develop skills they can use as they work to produce writing for a variety of purposes, primarily by providing opportunities for them to write with realistic purposes and audiences in mind (writing a letter to local politicians, for example, to tell them about the activities of a learner committee). Learners are encouraged to share their writing with the teacher or other learners to develop a feel for producing writing that is meaningful to an audience other than themselves.

SUGGESTED DISCUSSION QUESTIONS

Overview of the Discussion Questions

The purpose of the following discussion questions is to get viewers to think about strategies that will help us meet National Education Goal #5, what those strategies mean, why they are important, and how their own and other programs can implement them. Facilitators might use these questions as presented, or use them as models to prepare their own.

The questions are presented so facilitators can choose those that are appropriate for their situations, depending on their audience, and how they plan to use the videos. For example, a facilitator who is planning to show only the documentary video might select questions 1, 2, and 3 to use before showing the documentary, and questions 4, 5, 6, and 7 to use afterwards. A facilitator who is planning to use the overview and in-depth staff development videos might use questions 1, 3, 6, and 7 before showing the overview video, revisit questions 6 and 7 between showing the overview and the in-depth videos, then use questions 8 through 11 after showing the in-depth video. A facilitator planning to use all three videos might use questions 1, 2, and 3, show the documentary video, use questions 4 and 5, show the overview staff development video, use questions 6 and 7, show the in-depth staff development video, then use questions 8 through 11.

Obviously, there are a number of ways to use these or similar questions. The important thing is to stimulate discussion and encourage deeper thinking about strategies to enhance lifelong learning.

Project Lifelong Learning: For the Community
Suggested Discussion Questions

1. What does it mean to be a lifelong learner? What kind of learning happens in your life right now? How does it help you?

2. In what ways might adults benefit from lifelong learning opportunities made available to them by education programs in their communities? How might their communities benefit?

3. What characteristics would be important in a community education program? It may be helpful to think in terms of your own schooling. What aspects did you find most useful? What changes would you like to see? What components might be added that would enable and encourage adults to pursue learning throughout their lifetimes?

4. Discuss some ways in which each of the programs you have seen in the documentary video (The Learning Bank, Baltimore, Maryland; Appalachian Communities for Children, Annville, Kentucky; and Project READ, South San Francisco, California) meets the needs of the adults enrolled in the program.

5. Discuss some ways in which each of the programs you have seen in the documentary video (The Learning Bank, Baltimore, Maryland; Appalachian Communities for Children, Annville, Kentucky; and Project READ, South San Francisco, California) develops support for lifelong learning among adults enrolled in the program.

6. Five strategies have been identified which can help adults in community education programs become lifelong learners. They are:

- Meet the needs of the learner;
- Develop support for lifelong learning;
- Accommodate learner differences in the program;
- Develop higher order cognitive skills, like problem solving and decision making; and
- Enable learners to use all language processes (reading, writing, speaking, and listening) in their lives.

Discuss for few moments what each strategy might constitute—for example, what would it mean to meet the needs of learners in a community education program? Discuss for a few moments how your program or others in your community might implement each strategy. For example, how might a program meet the needs of learners enrolled in the program?

7. For each strategy, discuss reasons why it might be important to implement that strategy. Imagine what might happen in programs that do not use the strategies. For example, why is it important to meet the needs of learners in programs? What would happen if programs did not meet the needs of learners?

8. For each strategy shown in the in-depth staff development video, list the ideas for implementation that were shown. Can you think of any others?

9. Think about the strategies you currently use in your program. Tell the group what they are and how you currently implement them.

10. Are there any additional ways that you could implement the strategies in your program using resources currently available? Tell the group about these ideas and how you might tap available resources to put them into effect.

11. Are there any additional ways that you could implement the strategies in your program if you had additional resources? Describe to the group your ideas and how you might access additional resources to support those ideas.

IDEAS FOR IMPLEMENTING STRATEGIES

Ideas for Implementing
Strategy #1: Meet the Needs of the Learner

Use a Learner-Centered Approach

____ Use intake interviews to determine learners' needs, goals, and interests

____ Encourage learners to set goals and take responsibility for working toward their goals

____ Give learners ideas for and assistance in assessing their own needs and goals

____ Conduct interviews periodically to keep abreast of learners' changing needs and goals

____ Include learner representatives on the program's governing board to involve learners in decisions about the program

____ Provide open forums for learners to communicate ideas about the program

____ Encourage learners to bring ideas, suggestions, and concerns to the attention of staff

____ Act as a facilitator in the learning process, rather than as a director

Embed Instruction in a Relevant Context

____ Ask learners to identify the skills they would like to work on, such as reading the Bible

____ Build instruction around learners' needs and goals, such as forming a neighborhood crime watch group

____ Use realistic activities and scenarios as the basis for learning materials and activities

____ Identify skills learners need in everyday situations, such as making sure that bills are correct and paid on time, and make these skills the focus of instruction

____ Provide opportunities for learners to work with materials that are appropriate for their level and needs

____ Provide learners opportunities to practice skills in many different situations

____ Encourage learners to bring materials that they would like to work with to the program (for example, materials related to hobbies or interests)

Offer Non-Traditional Instruction and Delivery

____ Ask learners to lead instructional activities

____ Provide opportunities for learners to work in small groups or pairs

____ Encourage learners to work at their own pace

____ Provide opportunities for learners to work on computers, or use other technologies like educational television or teleconferences

____ Complement technology-based instruction with interactive activities involving instructors and other learners

____ Use non-traditional print media, such as letters from learners at other sites or newspapers, in instruction

Ideas for Implementing Strategy #2: Develop Support for Lifelong Learning

Form Partnerships and Strengthen Connections Among Providers

____ Explore local resources to find out what other people are doing

____ Keep abreast of government supported programs

____ Make program staff aware of what other local programs are doing

____ Establish and maintain contact with outside agencies through newsletters and informal gatherings

____ Speak at meetings of other community groups, or public gatherings to inform others about your program's activities and to foster support for lifelong learning

____ Make connections and form partnerships with other local service providers

____ Work with partners to determine together what each player has to offer and gain from the partnership

____ Seek new partners among other local service providers

____ Work with partners to see where gaps lie and duplication of services exists

____ Work with partners to fill gaps and eliminate duplication of services

____ Get to know the local media and how they can support lifelong learning in the community

____ Make program staff aware of ways they can help learners get high school or college credit for learning

____ Provide information to learners about other available educational opportunities, like community college courses

____ Refer learners to other local programs and agencies

Make Connections with Other Groups

- The local business, industry, and labor network

____ businesses

____ labor unions

____ business clubs

____ business and manufacturing associations

____ workers

____ chambers of commerce

____ private industry councils (PICs)

____ economic development groups (local and state)

____ job training programs

- The local education network

____ public schools

____ adult education programs

____ community-based programs

____ community, technical, and junior colleges

____ vocational education programs

____ literacy councils, volunteers, and coalitions

- Community programs and organizations

____ libraries

____ human services, like welfare programs, social services, counseling, job training, and state employment services departments or job service offices

____ church groups

____ community-based organizations

____ Project Literacy U.S. (PLUS) task forces

____ service organizations, such as Rotarians and Business and Professional Women

• Government organizations and programs

____ political parties

____ federal and state government resources

____ national clearinghouses

Offer Support Services

____ Seek funding for support services

____ Provide child care, transportation, counseling, and other support services, or link with other local organizations that can provide such services

____ Organize learner support groups, carpools, and child care co-ops

____ Support a mentoring program in which community members or former program members donate their time and experience to support currently enrolled learners

____ Recognize learners' achievements in newsletters and ceremonies

____ Display learners' work

____ Encourage local professionals and organizations to donate their time and resources toward providing support services in the program

____ Offer to coordinate existing support services in your program with other programs

____ Formulate plans with other local agencies on how to obtain services for all agencies

Ideas for Implementing Strategy #3: Accommodate Learner Differences in the Program

Develop Sensitivity to Learner Differences

____ Provide opportunities for learners to share backgrounds, experiences, and beliefs, with program staff and each other

____ Ask adult learners how they learned best in the past, how they did and did not learn, how they would like to learn

____ Use staff development activities that expand staff awareness of learner differences and barriers to learner participation in the program

____ Invite speakers that expand staff awareness of learner differences and barriers to learner participation in the program

____ Provide opportunities for staff to share information about learners (their needs, backgrounds, and concerns), and to discuss potential obstacles to learners' participation in the program

Respond to Learner Differences

____ Help learners identify personal strengths

____ Build on the strengths that each learner brings to the program

____ Keep the curriculum flexible, so that all learners have options in choosing the ways they learn best

____ Provide materials that are relevant to learners' cultures and backgrounds

____ Tailor instructional approaches, techniques, materials, and procedures to meet individual needs

____ Hold staff development activities, which inform staff about ways to pick up cues from learners that indicate they are experiencing difficulty, about ways to adapt instruction to meet individual needs, and about ways to be flexible in order to meet a variety of needs

____ Provide opportunities for staff to interact, communicate, share concerns, and plan ways to be more responsive to the needs of learners

____ Encourage professional development and leadership among staff from diverse cultural and special needs backgrounds and among adult learners enrolled in the program

Ideas for Implementing
Strategy #4: Develop Higher Order Skills

Provide Direct Instruction in Higher Order Skills

____ Have learners identify how they already use higher order skills in their lives and what those skills are

____ Encourage learners and staff frequently to describe aloud the higher order skills they use in a certain situations, one step at a time (planning how they will complete a long list of errands in one afternoon, for example)

____ Provide opportunities for learners to discuss how they used higher order skills in particular instances, what might have worked better, and how they would do things differently next time

____ Encourage learners and staff to model their thinking and problem solving skills for others

____ Guide and support learners as they use higher order skills in new situations, then withdraw support as they gain confidence in using their skills in these situations

____ Use realistic materials and situations when teaching higher order skills (using newspaper coupons to reduce grocery store costs, for example)

Provide Realistic Opportunities for Practice and Application of Higher Order Skills

____ Use "real-life" problems and situations as the basis for classroom practice in higher order skills (practicing the types of questions a learner would ask a doctor about a new prescription, for example)

____ Use role playing to provide learners with opportunities to practice using higher order skills in realistic situations

____ Provide a variety of realistic opportunities for learners to practice using higher order skills, so that they are likely to transfer the skills to a variety of situations.

____ Encourage staff to accompany learners on outings, if possible, to help them transfer skills learned in the classroom to real life situations

Ideas for Implementing Strategy #5: Enable Learners to Use All Language Processes in Their Lives

Build Group Discussion Into All Learning Activities

____ Ask learners to talk about how they solved math problems or comprehended text

____ Ask learners to talk aloud as they perform a task, describing what they are doing and why

____ Use activities that necessitate discussion, such as forming a learner committee to organize a holiday party

Teach Reading for Meaning

____ Use materials that learners really need to read as the basis for instruction (bills, notices, or newspapers)

____ Discuss with learners the different types of materials they read and how each should be approached

____ Instruct learners in the use of comprehension aids, such as previewing, questioning, and use of text features like headings and boldfaced print

____ Have staff and learners demonstrate good reading behaviors for other learners

____ Have staff and learners guide other learners through readings

____ Have learners summarize and discuss readings with other learners

____ Have learners write about their reactions or responses to a reading

Teach Writing for Meaning

____ Discuss with learners the different types of writing they must do and how they might approach each

____ Use situations in which learners need to write (such as writing a letter to an insurance company) as the basis for instruction, and provide learners with opportunities to practice types of writing they need to do in real life

____ Provide novel, but realistic opportunities and reasons for learners to write: for example, they may prepare a handbook for new program enrollees

____ Have staff and learners read and react to each other's writing to build understanding of writing conventions and audience concerns

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See also: Soifer (strategy #5)

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Research-based background reading for administrators, teachers, and tutors. Includes definitions of learning disabilities, prevalence, problems faced by learning disabled adults, assessment tools, and intervention techniques.

Ross, J. M. (1988). ***ABE and GED staff perceptions regarding learning disabled students*** **(Final Report). University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.**
Summarizes a survey of ABE and GED staff to determine their attitudes and knowledge about learning disabilities in their adult students, the availability of staff development activities and support services related to learning disabled students, and the desire for additional staff development and support services. Results indicate a need for staff development and support services; a model for multilevel service delivery is suggested. Further research needs also are discussed.

Ross, J. M. (1987). ***Learning and coping strategies used by learning disabled students participating in adult basic education and literacy programs.*** **University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.**
Summarizes a project to identify the learning and coping strategies used by learning disabled adults for reading, writing, spelling, and specific life-skill oriented reading/writing tasks. The project included determining strategies used by such adults and suggesting areas in which they might benefit from strategy instruction. The report also includes recommendations for teachers or tutors working with adults known or suspected to have specific learning disabilities.

Smith, J. F. (Ed.). (1992). ***Adult Learning,*** **3(7).**
This entire issue is devoted to cultural diversity.

U.S. Department of Education, Office of Vocational and Adult Education. (1992). ***Teaching adults with limited English skills: Progress and challenges.*** **Washington, DC: Author.**
Provides a concise overview of the fastest growing field in adult education—English as a Second Language (ESL). The handbook includes statistics, information about materials, methods, testing, and resources.

Weinstein-Shr, G. (1990, August). ***Family and intergenerational literacy in multilingual families: Questions and answers.*** **Washington, DC: National Clearinghouse on Literacy Education, Center for Applied Linguistics. (ERIC Document Reproduction Service No. ED 321 624)**
Good background reading for people who are new to the field of English family literacy. Provides an overview of various goals, methods, and materials used in programs serving multilingual families. Discusses promising directions, including the importance of building on the strengths and values of participants' traditional cultures.

Wrigley, H. S., & Guth, G. J. A. (1992). ***Bringing literacy to life: Issues and options in adult ESL literacy.*** **San Mateo, CA: Aguirre International.**
Excellent handbook for administrators, teachers, and tutors. The book is a synthesis of the findings from a two-year research study that included an extensive review of the literature, input from scholars and professionals, and in-depth site observations. Effective and innovative instructional approaches, methods, and technologies for adult ESL students are discussed conceptually and in practice; includes many resources.

Yagjian, M. (1992). Project Literacy U. S. PLUS: ***Literacy/learning disabilities collaboration project*** **(special newsletter).**
A comprehensive list of resources including literacy and learning disability organizations, examples of collaborative efforts, and video, print, and technology resources. Available from PLUS Outreach: 4802 Fifth Avenue, Pittsburgh, PA 15213, (412)622-1320.

See also: Auerbach (strategy #1)

Strategy #4: Develop Higher Order Skills

Brookfield, S. D. (1988). ***Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting.*** **San Francisco: Jossey-Bass.**
Thought-provoking background reading for anyone interested in helping adults develop critical thinking skills in all areas of their lives.

Fellenz, R. A., & Conti, G. J. (1989). ***Learning and reality: Reflections on trends in adult learning.*** **Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment.**
Good background reading about "real-life learning," including the importance of helping learners understand the learning process and helping them become aware of the social-cultural contexts that affect their lives. Includes background reading intelligence in adults, learning styles and strategies, metacognition, memory, critical thinking, on the social environment, and adult learning.

Means, B., & Knapp, M. S. (1991). Cognitive approaches to teaching advanced skills to educationally disadvantaged students. ***Phi Delta Kappan,*** **73(4), 282-289.**
Reexamines traditional thinking about the relationship between basic and advanced skills and teaching methods for disadvantaged students. The article is a concise presentation of new approaches to help learners develop their basic and higher order skills simultaneously. Approaches include modeling, using dialogue, and supporting learners as they gradually develop higher order skills. Important information for teachers of adults.

Phi Delta Kappa. (1991). ***Teaching effective learning strategies.*** **Bloomington, IN: Author.**
Compilation of research-based articles on "learning how to learn," including how to teach problem solving strategies and how to use prestudy and probing questions.

Resnick, L. B. (1987). ***Education and learning to think.*** **Washington, DC: National Academy Press.**
Important background reading for anyone concerned about the development of higher order skills. Many facets of higher order skills are discussed, including working definitions, the relation between "higher order" and so-called "basic" skills, higher order skills in reading and math, programs for teaching higher order skills directly, and embedding thinking skills in all areas of the curriculum.

Sternberg, R. J. (1990). Real life vs. academic problem solving. In R. Fellenz & J. Conti (Eds.), ***Intelligence and adult learning*** **(pp. 35-40). Bozeman, MT: Montana State University, Center for Adult Learning and Research.**
Sternberg discusses nine differences between school-based and "real world" problem solving, including recognizing and defining problems, problem solving in context, feedback on what is right or wrong, and individual vs. group problem solving.

Strategy #5: Enable Learners to Use All Language Processes in Their Lives

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). ***Becoming a nation of readers: The report of the Commission on Reading.*** **Urbana, IL: Center for the Study of Reading.**
A comprehensive synthesis of decades of reading research (primarily with children and young adults). This book has implications for teachers of adult beginning readers.

Binkley, M. R. (Ed.). (1988). ***Becoming a nation of readers: What parents can do.*** **Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.**
Provides tips for parents on fostering their children's reading and writing development. This draws heavily on *Becoming a Nation of Readers: The Report of the Commission on Reading.*

Forlizzi, L. A. (1992). ***Exploring the comprehension skills and strategies of ABE students*** **(Final Report). University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.**
Summarizes a research project and its results. It includes the rationale for the study, descriptions of the materials methods, procedures used, and subject populations. Implications for instruction of ABE students, direction for further research, and teacher reactions to the project are included.

Frager, A. M. (Ed.). (1991). ***Teaching adult beginning readers: To reach them my hand.*** **Oxford, OH: College Reading Association.**
The eight authors of this volume explain how the most current knowledge and effective practices in reading instruction can be used to teach adult readers. This volume is intended for administrators and educators, as well as paraprofessionals, in all areas of reading instruction.

Soifer, R., Irwin, M. E., Crumrine, B. M., Honzaki, E., Simmons, B. K., & Young, D. L. (1990). ***The complete theory-to-practice handbook of adult literacy: Curriculum design and teaching approaches.*** **New York: Teachers College Press.**
Background reading about and comprehensive guidelines for using instructional techniques based on recent research in adult learning theory and reading and writing processes. This excellent resource includes many practical suggestions and sample lessons for helping adults learn language skills in meaningful ways.

See also: Wrigley & Guth (strategy #3), Auerbach (strategy #1)

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RESOURCES

Organizations

American Association of Adult and Continuing Education (AAACE)
2101 Wilson Boulevard, Suite #925
Arlington, VA 22201
(703)522-2234

Contact: Dr. Drew Allbritten, Executive Director
Journal: *Adult Education Quarterly: A Journal of Research and Theory* (published 4 times a year)

AAACE is the largest association for individuals and institutions involved in adult and continuing education in North America. Membership provides leadership, networking, and professional development opportunities to adult educators, as well as advocacy and legislative representation for the field. The association sponsors an annual conference/exhibition and publishes a magazine, research journal, and newsletter. Other services include international study tours and group insurance.

American Association of Community Colleges (AACC)
Office of Educational Services
One Dupont Circle
Suite 410
Washington, DC 20036
(202) 728-0200
FAX: (202)833-2467

Contact: Lynn Barnett

The American Association of Community Colleges, founded in 1920, is the national voice for community, technical, and junior colleges. The association provides advocacy, professional development, research, federal relations, and publishing services for two-year colleges.

American Council on Education (ACE) The Center for Adult Learning and Educational Credentials
One Dupont Circle
Washington, DC 20036
(202)939-9475
FAX: (202)775-8578

Newsletter: *GED Items* (bimonthly)

The Center for Adult Learning and Educational Credentials is the pioneer in evaluating extrainstitutional learning, i.e., learning that is attained outside the sponsorship of legally authorized and accredited post-secondary education institutions. It has been evaluating learning since 1945. ACE: 1) provides an alternative means of achieving a high school credential through the operation of the General Educational Development (GED) Testing Program and the National External Diploma Program; 2) provides guidance to postsecondary education institutions for developing policies and procedures for awarding credit for extrainstitutional learning; 3) develops and disseminates statements, definitions, guidelines, and standards related to awarding educational credit and credentials; 4) sponsors conferences and workshops pertaining to adult learning, adult education issues, and the role of extrainstitutional learning in adult education.

Association for Community Based Education (ACBE)
1805 Florida Avenue, NW
Washington, DC 20009
(202)462-6333
FAX: (202)232-8044

Contact: Chris Zachariadis
Newsletter: *CBE Report (Community-Based Education Report)*

The Association for Community Based Education (ACBE) is a national membership organization of institutions involved, through education, in community building and indigenous leadership development. Its members include accredited colleges, economic development organizations, literacy and adult learning programs, and advocacy groups. Although diverse, they share a common commitment to help empower their communities in economically productive and culturally relevant ways.

ACBE provides the following programs and services: a monthly newsletter, staff research services, database of information about community-based organizations, technical and fundraising assistance, networking among members, minigrants, community fellowship program, Mattie Cook Award, scholarship program, professional development training, publications, advocacy, special project, internships, and independent study.

A resource newsletter, the *CBE Report*, keeps community-based educators informed about literacy, community organizing, economic development issues, federal policies, funding opportunities, program ideas, resource materials, fellowships, awards, workshops, and conferences.

Bronx Educational Services
965 Longwood Avenue, Room 309
Bronx, NY 10459
(212)991-7310

Founded in South Bronx nearly 20 years ago, Bronx Educational Services (BES) evolved from a small, storefront literacy school for 12 students into one which currently enrolls more than 225 adult learners in a wide variety of programs.

Perhaps the only community-based organization in America with a national agenda, BES provides, on request, literacy teacher training courses at either its home site or at other local programs throughout the country.

In 1986, the school's group instruction program was declared exemplary by the U.S. Department of Education. Since then, nearly 2,000 literacy practitioners from 246 programs in 28 states have been trained via two- or three-day workshops in BES group instruction techniques through a continuing program sponsored by the USDE's National Diffusion Network.

Correctional Education Association (CEA)
8025 Laurel Lakes Court
Laurel, MD 20707
(301)490-1440

Journal: *Journal of Correctional Education*

The Correctional Education Association (CEA), founded in 1946, is a nonprofit, professional association serving educators and administrators who provide services to students in correctional settings. The goals of the CEA are: (1) to increase the effectiveness, expertise, and skills of its members; (2) to involve its members in an active, supportive network of professionals who are leaders in the field of correctional education; (3) to help increase the quality of educational programs and services through technical assistance, as well as advocacy; and (4) to represent the collective interests of correctional education before the government, the press, and the public on the national, as well as on state, provincial, and local levels.

Currently, the CEA is developing an Outreach Training Center for Mandatory and Literacy Education. The center will serve a target population of administrators and teachers working in the field of correctional education at all delivery sites including community corrections, county jails, juvenile detention centers, and state and federal prisons. The two main objectives will be to assist states in the implementation of mandatory education as federally defined and to help improve and expand literacy programming at all correctional sites.

Institute for the Study of Adult Literacy
204 Calder Way, Suite 209
University Park, PA 16801-4756
(814)863-3777
FAX: 863-6108

Newsletter: *Mosaic* (published 3 times a year, no charge)

The institute is internationally recognized for its work in literacy research, development, and dissemination activities. The institute's mission stresses the importance of connecting research to improving practice; each research project results in a practical application in the field, including staff development activities, curriculum and instructional materials development, policy recommendations, and dissemination of research findings through institute publications, professional publications, and presentations. Institute projects to date have addressed the following interrelated issues in adult literacy: computer-based instruction; workplace literacy; intergenerational literacy; staff development/training; special needs populations; and customized materials development.

International Reading Association (IRA)
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
(302)731-1600, ext. 215

Contact: Public Information Office
Journal: *Journal of Reading* (published 8 times a year)

The International Reading Association's mission is to improve the quality of reading instruction through the study of the reading process and teaching techniques; to serve as a clearinghouse for the dissemination of reading research through conferences, journals, and other publications; to increase literacy levels worldwide; and to actively encourage the lifetime reading habit.

Laubach Literacy Action (LLA)
1320 Jamesville Avenue
P. O. Box 131
Syracuse, NY 13210
(315)422-9121
FAX: (315)422-6360

Laubach Literacy Action is the United States program of Laubach Literacy International, the oldest volunteer adult literacy organization in the world. LLA was formally established in 1968, and through its current network of 1,000 local member groups, LLA reaches more than 150,000 new readers annually. Local Laubach programs work with learners who have very limited skills. Most enter the program reading below the 4th-grade level. Instruction in basic literacy, English for speakers of other languages (ESL), and math is offered in one-to-one or small group settings. Each local program is autonomous and each is unique in the way it meets the needs of its own community. These member groups range from small rural councils to large urban programs which serve a diverse ethnic population. LLA works with the Laubach publishing division, New Readers Press, to develop instructional materials, technical assistance and training resources, and volunteer program management materials. These products are designed to provide a wide range of options for the local program to help them meet management and instructional needs. LLA works with a wide variety of organizations at the local, state, and national level.

Library Literacy Program
Office of Library Programs
U.S. Department of Education
555 New Jersey Avenue, NW
Suite 400
Washington, DC 20208
(202)219-1315

The Office of Library Programs administers two funding programs—LSCA Title I and LSCA Title VI. LSCA Title I funds may be used to provide improved library access for all persons who by reason of distance, residence, handicap, incarceration, or other disadvantage are unable to receive the benefits of public library services. These funds may assist public libraries to combat illiteracy and establish model literacy centers; provide intergenerational programs matching older adult volunteers and children for after school literacy and reading skills program; and provide services to individuals with limited English-speaking proficiency and the elderly. LSCA Title VI funds provide grants to state and local public libraries for the support of adult literacy programs. Recipients of grants are selected on a competitive basis. State libraries may use grant funds to coordinate and plan library literacy programs and to arrange for the training of librarians and volunteers to carry out such programs. Local public libraries may use grant funds to promote the use of the voluntary services of individuals, agencies, and organizations in providing literacy programs; to acquire library materials for literacy programs; and to use library facilities for literacy programs.

Literacy Volunteers of America, Inc.
5795 Widewaters Parkway
Syracuse, NY 13214
(315)445-8000

Newsletter: *The Reader* (quarterly)

Literacy Volunteers of America, Inc. (LVA) is a national, nonprofit organization which combats illiteracy through a network of more than 450 community programs in 45 states. Founded in 1962, LVA provides free one-on-one and small group tutoring in basic literacy and English as a Second Language (ESL) for adults and teens. More than 125,000 volunteer tutors and students are currently working together nationwide in LVA's programs. LVA also provides technical assistance, print and audiovisual resources to literacy and ESL

program managers and those who wish to start such programs.

National Association for Adults with Special Learning Needs
Sci-Hab Unit
4546 Broad River Road
Columbia, SC 29210
(803)737-4217

Contact: Mitch Townley
Journal: *Journal of National Association for Adults with Special Learning Needs* (semiannual)

This organization is an association of adult educators, administrators, policy makers, family members, and other professionals to promote and facilitate the opportunities of life-long learning for adults with special learning needs.

National Black Child Development Institute
1023 15th St., NW, Suite 600
Washington, DC 20005
(202)387-1281

Contact: Erica Tollett,
Public Policy Analyst

The National Black Child Development Institute (NBCDI) is dedicated to improving the quality of life for African American children and youth. Through hands-on service and community outreach programs, NBCDI motivates positive change for the health, welfare, and educational needs of all African American children. NBCDI has a network of 41 affiliates across the country, composed of dedicated volunteers who provide education, advocacy, and communication services for the benefit of African American children.

National Center for Children in Poverty
Columbia University
154 Haven Avenue
New York, NY 10032
(212)927-8793
FAX: (212)927-9162

Contact: Carole Oshinsky

The mission of this organization is to strengthen programs and policies for young children and their families who live in poverty in the United States through interdisciplinary analysis and dissemination of information. The center provides descriptions of successful programs, statistical, and factual information about poor children and their families, and bibliographies; they also publish policy reviews, reports, slides, and issue briefs identifying problems and proposing new initiatives. The center will assist policymakers, administrators, planners, practitioners, researchers, and the media.

National Center for Family Literacy
401 S. 4th Avenue, Suite 610
Louisville, KY 40202
(502)584-1133
FAX: (502)584-0172

Contact: Sharon Darling, President
Newsletter: *National Center for Family Literacy* (quarterly)

The National Center for Family Literacy (NCFL), based in Louisville, Kentucky, was established as a private nonprofit corporation in July 1989 with a grant from the William R. Kenan, Jr. Charitable Trust. The purpose of the center is to expand the efforts to solve the nations' literacy problems. By providing leadership, advocacy, and training, NCFL is addressing the ambitious, but worthy, challenge of breaking the intergenerational cycle of undereducation through family intervention.

National Center on Adult Literacy (NCAL)
University of Pennsylvania
3910 Chestnut Street
Philadelphia, PA 19104-3111
(215)898-2100
FAX: (215)898-9804

Newsletter: *NCAL Connections* (pulished quarterly, no charge)

The National Center on Adult Literacy (NCAL) at the University of Pennsylvania was established by the U. S. Department of Education in 1990, with federal co-funding by the Departments of Labor, and Health and Human Services. The center's mission is threefold: (1) to enhance the knowledge base about adult literacy, (2) to improve the quality of research and development in the field, and (3) to ensure a strong, two-way relationship between research and practice. NCAL

publishes a quarterly newsletter, *NCAL Connections*, available upon request at no charge. Research results are published and disseminated via technical reports, occasional papers, and policy papers, available upon request for a nominal fee. To request publications, or to be added to the mailing list, write to NCAL Dissemination.

National Council of La Raza
810 First Street, NE
Suite 300
Washington, DC 20002
(202)289-1380

Contact: Education Specialist

A nonprofit, tax-exempt organization incorporated in Arizona in 1968, National Council of La Raza serves as an advocate for Hispanic Americans and as a national umbrella organization for more than 130 formal "affiliates," community-based organizations which serve Hispanics in 35 states, Puerto Rico, and the District of Columbia. NCLR seeks to create opportunities and address problems of discrimination and poverty in the Hispanic community through capacity-building assistance to Hispanic community-based organizations; applied research, public policy analysis, and advocacy; public information efforts to provide accurate information and positive images of Hispanics in the media; and special catalytic efforts which create other entities or projects important to the Hispanic community.

National Institute for Literacy
800 Connecticut Avenue, NW
Suite 200
Washington, DC 20006
(202)632-1500
FAX: (202)632-1512

Newsletter: *Literacy News*

The institute is governed by an interagency group which consists of the secretaries of Education, Labor, and Health and Human Services. The institute, to improve and expand the system of literacy services, is authorized to: 1) assist federal agencies in setting specific objectives and strategies to meet the goals of the National Literacy Act; 2) conduct basic and applied research and demonstrations on literacy including adult basic education, workplace, and family literacy; 3) assist federal, state, and local agencies and business and labor organizations in the development, implementation, and evaluation of literacy policy and establishing a national literacy database; 4) provide program assistance, training, and technical assistance for literacy programs throughout the U.S.; 5) collect and disseminate information to federal, state, and local entities with respect to literacy methods that show great promise; 6) review and make recommendations regarding ways to achieve uniformity among reporting requirements; development of performance measures; and development of standards for program effectiveness of literacy-related federal programs; 7) award fellowships to outstanding individuals pursuing careers in adult education and literacy; and 8) provide a toll-free, long-distance telephone line for literacy providers and volunteers.

National Issues Forums
The Kettering Foundation
100 Commons Road
Dayton, OH 45459-2777
1-800-433-7834
(in Ohio, 1-800-433-4819)
(513)434-7300

Contact: Dr. Virginia Paget
Newsletter: *National Issues Forums News* (no charge)

The National Issues Forums (NIF) Literacy Program is designed to enrich the learning experience of adult students enrolled in basic skills programs by giving them an opportunity to participate actively in discussing major public policy issues. Discussion guides and supplemental educational materials are adapted for adult learners from the NIF public policy issue books.

The goal of the program is to add a civic education component to basic education programs. The NIF Literacy Program materials and discussion format serve as effective tools for engaging adult learners in thinking through public policy options and enveloping the skills needed to participate effectively in public life.

The NIF Literacy Program is an extension of the National Issues Forums, a series of community discussions that take place across the country each year, sponsored by a nationwide voluntary network of educational and community organizations. The forums do not

advocate any specific solution or point of view on public issues, but seek to provide citizens an opportunity to reach judgments about them.

Project Literacy US (PLUS)
4802 Fifth Avenue
Pittsburgh, PA 15213
(412)622-1320

Contact: Margot Woodwell,
PBS Project Director

PLUS is a collaboration between the American Broadcasting Corporation (ABC), its 222 affiliates, and the Public Broadcasting System (PBS), and its 313 member stations. PLUS has three goals: 1) to raise awareness nationally about the extent of the illiteracy problem and its damaging consequences; 2) to form or strengthen community collaboratives to coordinate services and handle the increased demand; and 3) to get word to those needing help on how to get that help, reinforcing the message that there is no shame to coming forth. PLUS began in 1985 when community leaders in Pittsburgh asked public television station WQED to consider undertaking a local outreach project on adult literacy.

Push Literacy Action Now (PLAN)
1332 G Street, SE
Washington, DC 20003
(202)547-8903

Contact: Anthony A. Kroll, Jr.
Newsletter: *The Ladder* (published 6 times a year)

PLAN is a nonprofit, community-based literacy program serving residents of the metropolitan Washington, DC area. PLAN provides a variety of services for low-literate adults, at-risk children, families, and the community at large. Small-group instruction has replaced one-on-one tutoring. Expanded curricula now include family, intergenerational, and workplace literacy Partnerships with other community groups focus on providing individual opportunities and ensuring the well-being of families. In working to solve community problems, PLAN combines direct service with advocacy for social change.

SER-Jobs for Progress, Inc.
National Office
The Hills at Decker Court
100 Decker Court, Suite 200
Irving, TX 75062
(214)541-0616
FAX: (214)650-1860

SER-Jobs for Progress, Inc., a nonprofit organization, is the largest Hispanic service-oriented corporation in the United States. SER is a network of employment and training organizations that provide direct human services to economically disadvantaged individuals. The overall mission of SER, is to formulate and advocate initiatives that result in the increased development and utilization of America's human resources, with special emphasis on the needs of Hispanics in education, training, employment, business, and economic opportunity. The headquarters, SER National, located in Irving, Texas, provides training and technical assistance, research and planning, and program and policy development for the network. The SER network's affiliates are fully operational community-based organizations that provide programmatic services to those who are in need of targeted redevelopment or employment. SER formulates meeting the challenges of tomorrow for Hispanics through two initiatives: the SER National Hispanic Literacy Initiative and the SER National Employment Initiative. The Literacy Initiative is implemented through SER's acclaimed Family Learning Centers, which serve economically disadvantaged individuals, their children, and senior citizens from the community. SER's Employment Initiative includes a national automated Job Bank, a biannual Job Fair program and an issue of the **SER America** publication devoted to national employment concerns.

Student Coalition for Action in Literacy Education (SCALE)
University of North Carolina at Chapel Hill
CB# 3500 Room 020 Peabody Hall
Chapel Hill, NC 27599-3500
(919)962-1542
FAX: (919)962-1533

The Student Coalition for Action in Literacy Education (SCALE) is a national network of college and university students, administrators, faculty, community agencies, and new readers, who are committed to increased literacy in the United States. Since 1989

SCALE has supported existing campus-based literacy programs, and assisted in the development of new ones through training, publications, and financial assistance. SCALE is dedicated to increasing literacy as a tool for the transformation of individuals and society, and as a vehicle for social justice.

Student Literacy Corps and Student Mentoring Corps Program
U.S. Department of Education
400 Maryland Avenue, SW
Room 3022, ROB 3
Washington, DC 20202-5251
(202)708-6128

Contact: Ms. Darlene Collins

Community organizations and agencies may link with local colleges and universities that have a Student Literacy Corps program as a source of tutors and mentors.

United Way of America
701 North Fairfax Street
Alexandria, VA 22314-2045

Contact: Local United Way office

All funds and resources are channeled through community United Way offices. For information contact your local United Way office.

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-7240
Office of Vocational and Adult Education
(202)205-9441
Division of Adult Education and Literacy
(202)205-8270

Clearinghouse: Clearinghouse on Adult Education and Literacy (also known as Adult Learning and Literacy Clearinghouse)
Newsletter: *A.L.L. Points Bulletin* (bimonthly/free)

Wider Opportunities for Women (WOW)
1325 G Street, NW, Suite Lower Level
Washington, DC 20005
(202)638-3143
FAX: (202)638-4885

Wider Opportunities for Women (WOW) works nationally and in its home community of Washington, DC to achieve economic independence and equality of opportunity for women and girls. For more than 28 years, WOW has helped women learn to earn, with programs emphasizing literacy, technical and nontraditional skills, and career development. Since 1964, WOW has trained more than 10,000 women for well-paid work.

Clearinghouses

ACCESS ERIC
1600 Research Boulevard
Rockville, MD 20850
1-800-USE-ERIC (1-800-873-3742)

Striving for Excellence: The National Education Goals - Packets of information to help parents, teachers, and community members learn more about the six goals. Thirty separate **ERIC** *Digests* contain information about ways the country is working to improve the education system.
1992 ERIC Directory of Education-Related Information Centers - lists more than 300 organizations offering information on all areas of education.

Clearinghouse on Adult Education and Literacy (also known as Adult Learning and Literacy Clearinghouse)
Division of Adult Education and Literacy
Mary E. Switzer Building, Room 4428
400 Maryland Avenue, SW
Washington, DC 20202-7240
(202)205-9996

Contact: Tammy Fortune, Education Program Specialist

The clearinghouse links the adult education community with existing resources in adult education and provides information which deals with state-administered adult education programs funded under the Adult Education Act (P.L. 100-297), amended by the National

Literacy Act of 1991 (P.L. 102-73). The clearinghouse also provides resources which support adult education activities. Some print resources available include:

The Directory of National Clearinghouses Serving Adult Educators and Learners - describes national clearinghouses and resource centers which disseminate information about adult education and literacy.
The Directory of Adult Education State Resource and Information Centers - lists states which run clearinghouses or resource centers.
Selected Resources for Adult ESL and Literacy Instruction - lists resource organizations which offer information and services for ESL teachers.
Bibliography of Resource Materials - lists publications and articles about the National Literacy Act, directories on various programs, resources, literacy materials, curriculum materials, handbooks, program management guides, and fact sheets.
Special Answers for Special Needs: A Guide to Available 353 Resources - contains abstracts of selected projects that may help address special needs and the delivery of adult education services.

ERIC Clearinghouse on Adult, Career, and Vocational Education
1900 Kenny Road
Columbus, OH 43210
(614)292-4353
1-800-848-4815

Contacts: Susan Imel, Director and Adult Education Specialist
Judy Wagner, Assistant Director for Dissemination

ERIC, the Educational Resources Information Center, is a national information system sponsored by the Office of Educational Research and Improvement, U.S. Department of Education. The goal of ERIC is to identify, select, process, and disseminate information in education. ERIC has a network of 16 clearinghouses, each serving a specialized field of education. The ERIC Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is located at the Center on Education and Training for Employment, The Ohio State University. ERIC/ACVE provides comprehensive information services in adult and continuing education; career education, childhood through adult; and vocational and technical education. Some print resources include:

Information Resources - including current resources related to *America 2000* and the national education goals.
Digests - summarize information on selected topics.
Trends and Issues Alerts - information on selected topics.

ERIC Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, IN 47408-2698
(812)855-5847
Family Literacy Center (a department of ERIC/RCS) 1-800-759-4723

The clearinghouse helps people find useful information related to education in reading, English, journalism, theater, speech, and communications. The Family Literacy Center, a department of ERIC/RCS, produces a variety of books, booklets, and audio and video cassettes, bookmarks, and other products to help families read together. Some print resources include: Special Collection- Number 4: Family Involvement.

National Center for Service Integration
Address #1: Information Clearinghouse on Service Integration
154 Haven Avenue
New York, NY 10032
(212)927-8793
Address #2: Technical Assistance Resource Network
c/o Mathtech, Inc.
5111 Leesburg Pike, Suite 702
Falls Church, VA 22041
(703)824-7447

The National Center for Service Integration aims to stimulate, guide, and actively support integration of health and other human services directed to children and families. For in-house databases, library, and reference services, contact the information clearinghouse at address #1. For telephone, written, and on-site technical assistance to states and communities, con-

tact the Technical Assistance Resource Network at address #2.

National Clearinghouse for Bilingual Education (primarily K-12)
1118 22nd Street, NW
Washington, DC 20037
(202)467-0867

Established in 1977, NCBE is funded by the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), for the purpose of providing practitioners with information on the education of limited English proficient students. NCBE information services are available to individuals or organizations responsible for or interested in the education of limited-English proficient students.

National Clearinghouse on Literacy Education
1118 22nd Street, NW
Washington, DC 20037
(202)429-9292
FAX: (202)659-5641

Contact:	Fran Keenan, User Services Coordinator
Sponsored by:	US Department of Education, Office of Educational Research and Improvement
Operated by:	The Center for Applied Linguistics
Director:	Marilyn Gillespie
Newsletter:	*NCLE Notes* (published twice yearly)

The National Clearinghouse on Literacy Education (NCLE), an adjunct ERIC Clearinghouse, provides information and technical assistance on literacy education for limited English proficient (LEP) adults and out-of-school youth. As the only national clearinghouse for adult ESL literacy, NCLE provides information and technical assistance to researchers, instructors, and program administrators, as well as to the public and the media.

The National Clearinghouse on Literacy Education:

- offers information, referral, and technical assistance related to adult ESL literacy and native language literacy;
- maintains a resource center that includes a national database of ESL and native language literacy providers and a mailing list of more than 5,000 individuals and literacy programs;
- regularly edits, publishes, and disseminates a newsletter, digests, annotated bibliographies, books, resource guides—all focusing on issues of literacy for limited-English-proficient adults and out-of-school youth;
- collects, analyzes, and abstracts material related to ESL literacy for the ERIC (Educational Resources Information Center) database; and
- conducts customized ERIC searches.

Some print resources include:

Resource Guides - on correctional literacy education, family English literacy, and videotapes for adult literacy trainers and programs.
Digests - short articles and references on selected topics.
Minibibs - annotated references on selected topics, including literacy education in correctional institutions and sociocultural aspects of literacy.

National Information Center for Children and Youth with Disabilities (NICHCY)
P. O. Box 1492
Washington, DC 20013
1-800-999-5599

Contact: Information Specialist

The National Information Center for Children and Youth with Disabilities (NICHCY) is a national information and referral clearinghouse. NICHCY operates through the Clearinghouses Program authorized by Section 633 of Part D of the Individuals with Disabilities Education Act, (20 U.S.C. 1433), as amended by Public Law 101-476.

NICHCY is a project of Interstate Research Associates, Inc. and is supported through a cooperative agreement with the U.S. Department of Education, Office of Special

Education and Rehabilitative Services (OSERS). NICHCY answers questions regarding all disability issues, networks with other disability organizations, prepares information packets on frequently asked questions, and provides technical assistance to family and professional groups. Single copies of NICHCY materials are free.

Rural Clearinghouse for Lifelong Education and Development
Division of Continuing Education
Kansas State University
College Court Building
Manhattan, KS 66506-6001
(913)532-5560
FAX: (913)532-5637

Newsletter: *Rural Adult Education Forum* (published 6 times a year)
Contact: Ann Byers, Editor & Marketing Director

The Rural Clearinghouse for Lifelong Education and Development does regular announcements of publications of general interest, not limited to rural issues, and numerous short news briefs on relevant projects.

Project Partners

Project Lifelong Learning is a project of the Institute for the Study of Adult Literacy, College of Education, The Pennsylvania State University, in cooperation with WQED, Pittsburgh, PA, and WPSX-TV, The Pennsylvania State University. Funding for Project Lifelong Learning was provided by the U.S. Department of Education, Office of Educational Research and Improvement.

Project Staff, Institute for the Study of Adult Literacy

Eunice N. Askov, Ph.D., Project Director
Priscilla Carman, Researcher/Writer
Cheryl R. Atchison, Editor
Lori Forlizzi, Ph.D., Project Coordinator
Barbara Van Horn, Researcher/Writer
Angela Vietto, Editor

Project Staff, WQED

Margot Woodwell, Project Director
Alyssa Lane, Project Assistant
Sam Silberman, Executive Producer
Jim Sweenie, Supervising Editor/Writer
Allen Rosen, Editor/Additional Videography
Jim Bruwelheide, Sound Recording
Tom Deluga, Sound Recording
Nick Tallo, Lighting
Paul Byers, Post Production Editing
Art Vogel, Post Production Sound
Jennifer Neuman Joye, Project Coordinator
Herb Stein, Publications Editor
Lisa Cantini-Seguin, Producer/Writer/Editor
Christine Ochtun, Editor
Mark Knobil, Director of Photography
Jerry Cobbs, Sound Recording
Bob Lubomski, Lighting
Sharon Maclean, Production Assistant
Bob Millslagle, Post Production Sound

Project Staff, WPSX-TV

Frank Wilson,
Project Director/Executive Producer
Dehra Shafer, Head of Educational Services
Harry Zimbler, Writer
William Hughes, Additional Videography
Kent Klouser, Audio
Richard Waterman, Audio
Jim Nachtman, Technical Director
Judson Mantz, Videotape Editor
Bernard Samansky, Videotape Editor
Chris Faust, Production Assistant
Lois Rader, Production Secretary
Margaret Mohl, Producer/Director
C. Roy Parker, Videographer
Jennifer Bortz, Audio
Kerry L. Trout, Audio
Jeff Hughes, Technical Director
Mary Ann Winkler, Technical Director
Todd Plummer, Videotape Editor
Sheri Newble-Dunn, Production Assistant

Project Officer, U.S. Department of Education

Stephen Balkcom

Project Lifelong Learning Advisory Panel

The following individuals served as advisors to project staff during the development of Project Lifelong Learning.

Judy B. Cheatham, Ph.D., Associate Professor of English, Greensboro College, and National Writing Consultant, Literacy Volunteers of America

JoAnn Crandall, Associate Professor of Education, University of Maryland, Baltimore County; also Co-Director, TESOL, Bilingual Education Program

Sharon Darling, President, National Center for Family Literacy

Hanna Arlene Fingeret, Executive Director, Literacy South

Vivian L. Gadsden, Associate Director for Dissemination, National Center on Adult Literacy

Susan Imel, Director, ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State University

Debra Wilcox Johnson, Assistant Professor, School of Library and Information Studies, University of Wisconsin-Madison

Alden Lancaster, Educational Consultant

Ruth S. Nickse, Ph.D., President, Nickse Associates

Virginia Paget, Program Officer, Kettering Foundation

James L. Ratcliff, Director, National Center on Postsecondary Teaching, Learning, and Assessment, Penn State University

Pat Rigg, Consultant, American Language and Literacy

Anthony R. Sarmiento, Assistant Director, AFL-CIO Education Department

Terilyn C. Turner, Ph.D., Project Director, Saint Paul Lifelong Literacy

Thomas Valentine, Associate Professor, Department of Adult Education, University of Georgia

We would also like to thank Juliet Merrifield of the Center for Literacy Studies at the University of Tennessee, Knoxville, and Thomas G. Sticht, President and Senior Scientist, Applied Behavioral and Cognitive Sciences, Inc., for their advice at the beginning of the project and for suggesting potential programs to highlight.

Project Lifelong Learning

A PROJECT OF THE INSTITUTE FOR THE STUDY OF ADULT LITERACY AT PENN STATE

IN PARTNERSHIP WITH WQED/PITTSBURGH, WPSX/PENN STATE and PLUS (Project Literacy U.S.)

Funded by the U.S. Department of Education

PLUS

PROJECT LITERACY U.S.

SPECIAL EDITION

LITERACY PSAs
FALL 1992

RESOURCE DIRECTORY SHOWS PSAs ON LITERACY

This is a newsletter about Public Service Announcements devoted to literacy. PSAs have been delivering messages about illiteracy and adult education for a very long time. There has been a marked increase in PSAs since Project Literacy U.S. was established in 1985. Dozens of literacy campaigns have manifested themselves across the country. Along with many of them, public service announcements have been created to help them raise awareness. This newsletter has been issued as a product of Project Lifelong Learning which is described on page 6.

We have gathered information on existing, as well as past literacy PSA campaigns. From this data we have created a resource directory of public service announcements. To our knowledge this is the first time a directory of this sort has been compiled. We asked literacy service providers to supply any information on radio and television PSAs. If you know of other public service announcements that may have been omitted, please let us know by writing WQED, 4802 Fifth Avenue, Pittsburgh, PA 15213. This can ensure an even more complete directory in the future.

Information on other literacy campaigns and their resulting public service announcements is also included in this newsletter: **Project Lifelong Learning** is a campaign in progress. Other literacy campaigns include the Coors project, **Literacy. Pass It On.**, The American Library Association's **Coalition for Literacy** campaign, and the **PLUS/ABC** campaign of 1986.

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RESOURCE LIST OF NATIONAL, STATEWIDE AND LOCAL LITERACY PUBLIC SERVICE ANNOUNCEMENTS

Over the past 12 years many literacy campaigns have been instituted and along with them many public service announcements have been produced.

In an effort to create a resource directory of public service announcements about literacy, we asked literacy service providers to send us any information on national, statewide or local literacy campaigns and PSAs. The majority of the PSAs listed here are available to literacy groups for use in their own campaigns.

PLUS Outreach • WQED • 4802 Fifth Avenue • Pittsburgh, PA 15213 • (412) 622-1335
PBS Project Director, **Margot B. Woodwell** • Assistant Project Director, **Herb Stein**
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NATIONAL

2

American Council on Education - The Center for Adult Learning

A series of audio and video PSAs encourage people who dropped out of school to get a high school diploma by taking the GED Tests which are sponsored by the American Council on Education.

Featured spokespersons include:

- Barbara Bush
- Bill Cosby
- Waylon Jennings
- Vikki Carr - available in both English and Spanish
- Congressman Ben Nighthorse Campbell

- Ann Murray - addresses both American and Canadian audiences

These PSAs also publicize the GED Hotline Information number 1-800-62 MY GED.

Length:

Audio: :15 and :30

Video: :20 and :30

Cost: VHS - $20

3/4 inch - $30

Prices include shipping and handling.

Contact:
Jackie Taylor
American Council on Education
The Center for Adult Learning
One Dupont Circle
Suite 250
Washington, DC 20036-1193
(202) 939-9300

Dyslexia Public Awareness Association

One tape contains 4 spots about dyslexia:

- **Danny Glover Spot** features the actor discussing prevalent destructive attitudes toward dyslexic children. In this touching PSA, Glover talks about the evolution of attitudes toward dyslexia as a result of education and greater awareness.
- **Jed** is a 12-year old dyslexic boy who shares his experiences with the audience: he tells us how other kids treat him, and the difficulty he has in living up to the successes of his brother and sister.

The spots are directed by David Hemmings.

Length: :30 and :60

Cost: 3/4" or 1/2" - $35

Contact:
Jay Boccia
Ian MacDonald Productions
(310) 315-4750
(310) 315-4757

Laubach Literacy International

- **Literacy Changes Lives** features seven adult new readers speaking about positive changes that have taken place in their lives as a result of literacy. The PSA raises public awareness of adult illiteracy, and serves as a student, volunteer and donor recruitment tool for adult literacy programs.

Available on a 1" videotape, five seconds of blank tape are at the end of the tape so local literacy organizations, adult basic education programs and other agencies may tack on their names and phone numbers.

Length: :30

Cost: undecided

Contact:
Vicki Krisak
New Readers Press
1320 Jamesville Ave
Box 131
Syracuse, NY 13210
(315) 422-9121

The Learning Center

- **Closing the Gap** provides information on the National Workplace Literacy Project, highlighting the programs of the Learning Center, which aim to close the gap between literacy and modern technology.

Length: :30

Cost: undecided

Contact:
Cheryl Stone
The Learning Center
711 Milby, PO Box 248
Houston, TX 77001
(713) 221-9369

Literacy Volunteers of America

A series features Patrick Stewart of **Star Trek: The Next Generation** in three separate spots:

- Stewart talks about courage and how it is a necessary factor in order to come forward and learn to read.
- Stewart reads to a child as the focus is on family literacy. This is available in both English and Spanish.
- Also available in both English and Spanish is a PSA whose message proves how important reading is when it comes to looking for a job in the want ads.

Tags may be added locally.

Length: :30 and :60

Cost: $35

- Alex Trebek is on the set of **Jeopardy** in a series of spots on literacy student/ tutor recruitment, and **English as a Second Language** student/tutor recruitment.

Tags may be added locally.

Length: :30

Cost: $35

Alex Trebek, host of ***Jeopardy****, is featured in a series of spots in PSAs produced by Literacy Volunteers of America*

- Gordie Howe speaks about family literacy and promotes intergenerational and family relationships through reading.

Length: :30

Cost: $25

- An animated PSA features a little girl telling the story of her mother learning to read. It promotes family reading and the benefits of using the library

Length: :30

Cost: $25

- Barbara Bush appears in 2 segments of this 4 segment PSA. The other 2 segments focus on tutor recruitment.

Length: varied

Cost: $35

- Billie Jean King says the only way to win at anything, including illiteracy, is to meet challenges head on.

Length: :30

Cost: $25

Contact:
Linda Lowen, Assistant Director
Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214-1846
(315) 445-8000

WQED/Pittsburgh - PLUS

- 39 30-second spots of **Read Together, Share the Joy** show parents telling personal anecdotes of the joy they find in reading with their children and grandchildren.

Celebrities including Paul Rodriguez, Susan St. James, Ahmaad Rashaad, Jane Pauley, Phil Donahue, Big Bird, Cybil Sheppard, Ed McMahon, Patricia Wettig, Mr. Rogers, and First Lady Barbara Bush support these messages. Seven of the PSAs are also recorded in Spanish.

Length: :30

Cost: $30

Contact:
National Media Outreach Center
QED Communications
4802 Fifth Avenue
Pittsburgh, PA 15213
(412) 622-6442

PLUS and **ABC** produced Public Service Announcements that were used nationally, as did **Coors** and **The Coalition for Literacy**. For details on these PSAs, please see articles on these campaigns elsewhere in this newsletter.

Adult Basic Education Center

- Radio and television PSAs are geared toward recruiting new students while promoting literacy in the minds of the general public.

Length: :30

Cost: undecided

Contact:
Jennifer Howard
ABE
1 Main Street
Winooski, VT 05404
(802) 828-3131

Maine Public Broadcasting

- a series of five personal experience endorsements for learning to read featuring the two state literacy hotline numbers.
- **Give Us Books, Give Us Wings** was produced as a PSA series. The PSAs are encouragements to learn to read, and include state literacy hotline numbers. They may be included in breaks around programs, or combined with the MPB logo to use as station breaks.
- **Read With Me** is another literacy PSA series designed to be included in breaks around programs, or in station breaks.
- **Read Together, Share the Joy** from PLUS in six edited versions with the "Give Us Books" hotline number tag on them.

Some of these segments are adapted from national campaigns, others are locally produced.

Length: :30 and :60

Cost: undecided

Contact:
Charles Halsted
MPB Educational Services
65 Texas Avenue
Bangor, ME 04401
(207) 941-1010

Nevada State Library and Archives

KOLO-TV produced two PSAs during a statewide campaign that ran continuously through 1991

- **First Lady** features Barbara Bush and Sandy Miller (the Governor's wife) encouraging people to use the library and read together as a family.
- **Little Foot** presents delightful characters created by Dennis Rexrode and Christina Schlosser of Puppets, Inc., along with Librarian, Martha Gould. The viewer is inspired to support the local library.

Length: :30

Unavailable

New York State Education Department

- **The World** Introduces adult education students who describe the difference reading has made in their lives.
- **Len Elmore**, former New York Knicks basketball player, professes the importance of overcoming challenges and obstacles.
- **Harriet Sobol** is the wife of New York State Commissioner and also an educator. She discusses the importance of learning to read.

Focusing on students, this statewide campaign stresses the need for literacy. Local tags may be added.

Length: :10 :20 and :30

Cost: undecided

Contact:
Carol Jabonaski, Supervisor
The State Education Department
The University of the State of New York
Albany, NY 12203
(518) 474-8701

State of Illinois Secretary of State Literacy Office

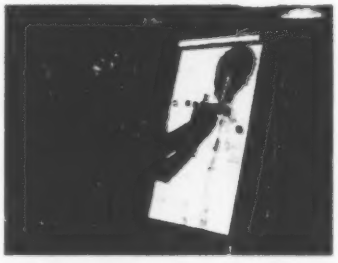
- **Can't Read, Can't Write Blues** is a series of 4 PSAs for radio and television which present testimonies from adult students revealing their experiences in coming forward and admitting the need for help in learning to read.

These PSAs have been used locally and statewide

Length: varied

Cost: undecided

Contact:
Jan Grimes
Illinois State Library
300 South 2nd Street
Springfield, IL 62701
(217) 785-6925



WNPB TV

- 6 **Read to Succeed** PSAs feature famous and prominent West Virginians reading and expressing its importance.
- **Charlotte Wells** spots feature this adult student telling her own success story.

Tags may be added.

Length: :30

Cost: No Charge

Contact:
Anne Selinger
WNPB TV
191 Scott Street
Morgantown, WV 26507-1316
(304) 293-6511

Adult Literacy Action of Beaver County

- Three locally produced PSAs present reading programs that are available in Beaver County, Pennsylvania, and the number of illiterate people in the area that could be helped by them.
- produced for the Cable TV Foundation for Community Concerns, **Children** discusses the need of education in our children's lives

Length: :30

Unavailable

Adult Literacy Service

- Seven PSAs promote the Adult Literacy Service to those who cannot read. Included in the series is a spot of a woman rummaging through a medicine chest while her baby is crying. Realizing she cannot help the child because she can't read the bottles, she calls the Adult Literacy Service. Another spot included in the series features Tommy Lasorda encouraging illiterate people to get help. Adult students are interviewed in several of the spots, sharing their personal experiences.

Length: varied

Cost: undecided

Contact:
Charles F. Belmont
Vero Beach Laubach Chapter
(407) 231-4032

Amarillo Area Adult Literacy Council

- Produced for the Amarillo market, this PSA is general in nature and deals with attracting new students to the ALC program.

Length: :30

Cost: undecided

Contact:
Anite Fowlkes, Council Coordinator
Amarillo Area Adult Literacy Council
PO Box 447
Amarillo, TX 79178
(806) 373-9009

Greater Pittsburgh Literacy Council

- **Nonreader's World** is an Addy Award winning spot which depicts a jarring walk through a city where the street signs and news stands present a jumble of letters.

Length: :30

Cost: $25

Contact:
Gateway Studios
Pittsburgh, PA
(412) 471-3333

Kentucky Literacy Commission

- **Doors Slamming** is a PSA describing what the world is like to someone who can't read. Produced locally in 1992, this PSA is available for both radio and television.

Length: :30

Cost: undecided

Contact:
Audrey Hains, Executive Director
Kentucky Literacy Commission
1049 US 127 South, Annex 5
Frankfort, KY 40601
(502)564-4062

The Literacy Connection

- A series of seven PSAs features local students and volunteers expressing the value of their experiences in teaching and learning.

Length: :30

Cost: undecided

Contact:
Hugh Muldoon
John A. Logan College
Carterville, IL 62918

Mayor's Commission on Literacy

- **Can You Read** is a PSA with three clips, which aired locally in Philadelphia in 1989.

One shows a baby having a bad reaction to medicine because his father could not read the bottle.

The next clip is of a man who lost his job because he cost the company $25,000 as a result of his inability to read.

The last part of this tape presents a court room session with a woman evicted from her home. If she had been able to read, this situation would have been prevented.

This tape is available in limited quantities. It may be stripped and localized by adding a tag.

Length: 2:00

Cost: undecided

Contact:
Jim Landers
Mayor's Commission on Literacy
Philadelphia, PA 19102
(215) 875-8652

The New York Public Library

- **Reading and Writing Instructions for Adults** is a radio PSA in which the announcer encourages those who wish to learn to read and write, or those who wish to volunteer as a tutor to call The New York Public Library.

Length: :10 :20 and :30

Unavailable

READ/San Diego Minority Tutor Recruitment Campaign

- Two PSAs were produced, **The Paper** and **The Card**, as a result of the feedback obtained while conducting focus groups with minority tutors and non-tutors showing their interaction with new readers.
- **Colin Powell** is another PSA that began locally and later went statewide. He gives advice on learning to read.

Length: :30

Unavailable

WNMU-TV Northern Michigan University

Two local PSAs were produced for PLUS as entries in a contest conducted by WNMU.

- The runner up PSA asks "Where would you be if you couldn't read?" The answer is ..."Lost." Street signs are merely jumbled letters to someone who cannot read.
- A mother, carrying her child, is running down a long hallway of a hospital. Her baby needs immediate care. Because the mother is illiterate, she cannot read the signs to direct her to the emergency room. At the end of the spot we see her being tutored, and learning to read.

Length: :30

Cost: undecided

Contact:
Bruce Turner, Station Manager
WNMU-TV Northern Michigan University
Marquette, MI 49855
(906)227-1300

PROJECT LIFELONG LEARNING AIDS LITERACY STRATEGIES

A new major literacy initiative aims to improve adult literacy and lifelong learning programs in the workplace, in the community and in the family.

It focuses on five strategies that emerged through a review of current research and interviews with experts in the field of adult literacy and lifelong learning by the Institute for the Study of Adult Literacy at The Pennsylvania State University. In the project, video materials and print information are being developed and disseminated to those who offer literacy and lifelong learning programs across the nation.

The Institute for the Study of Adult Literacy at Penn State received a grant from the Office of Educational Research and Improvement, a division of the U.S. Department of Education to merge relevant research on characteristics of successful adult literacy programs in the context of the family, the community, and the workplace. The Institute has partnered with PLUS, WQED (Pittsburgh), and the Media and Learning Resource Division of WPSX-TV (Penn State University).

A December 7 teleconference will officially launch the project. This is a teleconference for literacy service providers, as well as other community, business, government, union and educational leaders and employers interested in furthering the National Education Goal 5 — that by the year 2000 all adults will be literate and have the opportunities for lifelong learning. Clips will be shown from all the video materials which include:

- three half-hour television documentaries, one for each of the three subject areas produced by WQED Pittsburgh and intended for use on-air and in literacy presentation efforts
- six public service announcements, two for each documentary, to raise awareness of literacy efforts that can be customized for local, regional or national use by any agency or project
- six staff development videos for literacy service providers produced by WPSX-TV University Park, PA - an overview and a training video in each of the three subject areas: family, community, workplace.

Print materials to support the effort include a user's guide for professionals utilizing the staff development modules, this newsletter on the history and background of public service announcements produced for adult literacy awareness, and an informational brochure.

Dissemination of the materials is intended to encourage the general public, parents, business, industry and labor organizations, community groups and educators to adopt and implement research findings and to provide audiences with strategies for improving adult literacy and lifelong learning programs.

To order **Project Lifelong Learning** print and video materials, please contact WQED. Phone: 412/622-6442. Fax: 412/622-6413. Or write to LITERACY Box INFO Pittsburgh, PA 15213.

Project Lifelong Learning Has Many Partners

The Institute for the Study of Adult Literacy at The Pennsylvania State University was established in 1985 as a result of the growing problem of adult illiteracy. Its mission includes developing a sound research base in adult literacy, leading and coordinating adult literacy services and improving practice. Funding approximating $850,000 per year comes from state and federal offices of education and commerce and private foundations. Its single largest funder is the Pennsylvania Department of Commerce, through the Appalachian Regional Commission, for projects focusing on literacy and economic development.

Each of the Institute's projects results in a practical application in the field, including collaboration between researchers and practitioners, staff development recommendations and publication of research findings. The Institute's track record in research and development of technology-based instructional models has earned international recognition, making it a leader in the field of adult literacy.

When **Project Literacy U.S.** was launched in December, 1985 by ABC and PBS, it set out to do three things: enlighten the public on the extent of the illiteracy problem and its damaging consequences; put in place community coalitions to handle an increased demand for literacy services; get the word to those who need help.

The two national broadcasters and their radio counterparts went on air with public service announcements, documentaries, features and news segments, and wove illiteracy into scripts for children's and entertainment programming.

This unprecedented collaboration between a commercial broadcaster and public television has produced results far beyond the dreams of its creators. PLUS has turned thousands of Americans and hundreds of American businesses toward community solutions for this country's shocking illiteracy problem.

WQED Pittsburgh produced PLUS for PBS. America's first community-supported public television station, WQED is a national production

center, producing some of the best-known programming on the Public Broadcasting System.

The National Media Outreach Center is a division of **WQED**. The NMOC was established in 1988 to implement community action campaigns targeted to major social issues. The center organizes local, state and national problem-solving networks, and develops print and video packages to support them. The operation and its projects are supported by public television programming and key organization alliances at all levels. Two of the NMOC's most prominent campaigns are THE CHEMICAL PEOPLE, a program to combat teen alcohol and other drug abuse, and PROJECT LITERACY U.S (PLUS), a literacy campaign co-produced with Capital Cities/ABC, Inc.

WPSX-TV is a community-oriented television station licensed to The Pennsylvania State University. WPSX is the hub of a complex set of telecommunications distribution systems that carry the programs of its creative staff to homes, schools, businesses, industries, hospitals, retirement communities: wherever people live and work.

The station was funded "to develop, through television, an extension of the University's resources to the Commonwealth." Administered through Penn State Continuing Education, Educational Communications/WPSX-TV provides a public television service, distance education and production services to audiences, students and clients within Pennsylvania and beyond.

For more than a decade, WPSX-TV has been producing programs to help adults who are functionally illiterate. The station produces higher education courses intended for live, simultaneous use in multiple classrooms, campuses and other locations where interaction between students and faculty is possible. It is that same interaction which is the foundation of an extensive program of teleconferences produced by WPSX-TV.

The **Office of Educational Research and Improvement** is the primary research agency of the U.S. Department of Education. The office funds research, library, demonstration and school improvement programs; collects and analyzes statistics; reports on the conditions of education; and disseminates information about education programs.

OERI is the nation's premier educational research and development organization. Its primary mission is to improve the equity and excellence of American education. OERI programs are tailored to all levels of schooling and content areas of instruction. The office strives to provide the reliable statistical data and high quality research needed to reform schools, achieve the national education goals, and raise student achievement levels.

ABC JOINS PLUS IN HELPING ADULTS TO READ

With the creation of PLUS in 1985, the literacy movement finally gained a commitment of sustained, in-depth exposure by the media. The commitment by ABC and PBS to literacy programs and public service announcements guaranteed that the literacy message would reach a broad audience on a daily basis.

Public service announcements form the backbone of the PLUS commitment to exposure to literacy and education issues, an ongoing presence bridging special PLUS events and programs. The commitment by Capital Cities/ABC to a full weekly schedule of PLUS PSAs on the ABC Television Network in all dayparts makes PLUS the most widely distributed public service campaign from a single source in media history.

ABC-produced PLUS PSAs made their debut in 1986 with a series of four "introductory" PSAs.

- **Bible** tells the story of a man who has just learned to read. We see him standing in a church before his children and grandchildren as he reads the Bible to the congregation.
- **Can You Read This?** shows garbled type on the television screen which introduces viewers to the difficulties faced by new readers.
- **Time Lapse** presents a man at the progressive stages of ability in learning to read with increasing skill.
- **Literacy Initiative** features President Ronald Reagan issuing the call for a national literacy movement.

These four 30 second PSAs were produced by Travisano DiGiacomo Films.

Two 1987 PLUS PSAs highlight the issues of literacy in the workplace and literacy and youth.

- **Workplace Literacy** reveals a middle-aged man coming face to face with his lack of basic skills when he has to fill out a job application in an unemployment office.
- **Literacy and Youth** demonstrates the need for children to develop reading skills early. The scene is set in a schoolyard.

These two PSAs, each with 30 and 60 second versions, were produced for PLUS by Reeves Production Services.

The **Learner of the Month** PSA series introduced viewers to real-life new learners who spoke about

their accomplishments and feelings of pride. This series of 18 PSAs (30 and 60 second) ran from April 1987 through 1988, stimulating nearly 750,000 calls to the Adult Literacy Hotline. The U.S. Department of Education in 1987 attributed over 1 million new students in adult basic education classes to PLUS.

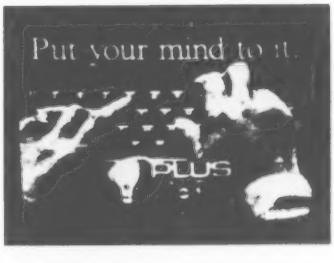
Youth/PLUS PSAs drew attention to the connection between the major problems facing young people; drug abuse, pregnancy, unemployment and crime, and low basic skills. A series of five 30 second and two 60 second PSAs drew this connection using examples of young people speaking in their own words. This 1988 series was produced by Winton Dupont Films.

A 1989 series of PSAs, **Breaking the Cycle**, produced by PLUS focused on the need to help illiterate parents of young children gain basic skills, in order to ensure their children's ability to learn.

The 1989 **Dreams vs. Reality** PSA series again used young children speaking in their own words, this time about their dreams for the future. These dreams were juxtaposed with facts about the extent of literacy and education problems facing children in the U.S. This series of eight 30 second and 60 second PSAs, produced by Imageworks of Jackson, MS, won a Clio award, the most prestigious award in the advertising industry.

In 1990, the PLUS theme was "You can do anything if you put your mind to it," stressing individual initiative. Five 30 second PSAs, produced by Charron, Schwartz & Partners, looked at this subject from a variety of angles:

- **Brains** shows us a man's brain telling him to wake up and get to work, saying "It's boring in here!"
- In **Flag**, we see an American flag falling to tatters as an announcer recounts facts about America's education crisis.
- **Graduation** introduces a commencement speaker telling students that they'll be lucky to get a job when they graduate if they haven't gained any basic skills.



- **Typewriter** reveals the difficulties faced in the U.S. workplace when employers can't find qualified workers. The message is illustrated by a pair of hands at a typewriter.
- **Escalator** presents a man walking up an escalator that grows progressively steeper and speeds up dramatically, illustrating how difficult it is to get ahead when you don't have the skills.

Two 1991 30 second PSAs, **Tap** and **Monkey**, drew attention to the impact of a huge population of undereducated and low-skilled Americans on our nation. **Tap** and **Monkey** were produced by Charron, Schwartz and partners.

PLUS Case History PSAs illustrated the issue of workforce literacy with real-life examples of businesses that retrained workers. This series of eight 30 second and 60 second PSAs ended with a national hotline number where a caller could receive information on local job training programs.

Current PLUS PSAs end with the "Never Stop Learning" tag line, representing the broad span of PLUS to encompass more general education issues. Two PSAs, produced in 30 and 20 second versions, dramatically illustrate the "Never Stop Learning" message, that learning is important at every stage of life, not just during the school years:

- In **Homework** we see a boy ask his mother why she's bothering to do schoolwork at night after work when she's out of school anyway. She responds that by doing homework while she's working, she's taking the surest avenue to getting ahead.
- **Reunion** presents a high school reunion, where people discuss what they're doing now. It's predictable: the nerdy science whiz is an electrical engineer; the class president is in public relations. The guy who dropped out has a surprise: he's a lawyer. He reveals his secret: He dropped back in.

'LITERACY. PASS IT ON.' IS COORS' PROGRAM FOR ILLITERACY

Coors has always been committed to corporate responsibility - giving something back to the communities in which it does business. In 1990, the company focused its resources on one cause - adult literacy - an issue important to all communities.

There are 27 million adults in the U.S. who are functionally illiterate; illiteracy costs $225 billion in lost productivity annually; illiteracy impacts personal freedom, corporate success and the future of our country.

Launched in 1990, Coors' "Literacy. Pass it on." is a $40 million, five-year commitment to reach 500,000 adults with literacy services. This is one of the most comprehensive, long-term commitments by an American corporation addressing this critical issue.

To date, the success of the project manifests itself in the fact that more than 240,000 adults have been reached with literacy services. The Coors Literacy Hotline has received more than 50,000 calls, and the program has given $3.2 million in direct contributions to national and local literacy programs.

To achieve the stated program goal, Coors formed partnerships with four of the nation's leading non-profit literacy organizations: Laubach Literacy Action, Literacy Volunteers of America, Opportunities Industrialization Centers of America and SER-Jobs for Progress. Input from these partners helps direct efforts to reach the African American, Hispanic and women's communities as well as the general public.

The Coors Literacy Hotline (1-800-626-4601) was established to refer volunteers and non-reading adults to resources in their own communities. Multi-lingual referral services are available.

A national multi-media awareness campaign carries the message of the importance of literacy and promotes the Hotline to minority communities and the general public. National spokesperson Phyllis Coors, along with celebrity spokespeople: actor Danny Glover, recording artists Jeffrey Osborne, Lisa Lisa and Vanessa Williams and author Stephen Cosgrove make appearances on behalf of the program.

Impact at the grassroots level is an important complement to national programs. Coors' network of distributors can become active participants in the fight against illiteracy in their own communities. In September 1992, more than 170 distributors partnering with more than 2,500 retailers plus local media outlets and literacy groups participated in a cents-per-case promotion to generate literacy funds at the local level, increase sales and enhance distributor, retailer and brewery image.

Literacy and the African American Community

Coors has a special message to the African American youth who are not completing high school. A component of this program addresses this critical community issue. Coors has partnered with the OIC (Opportunities Industrialization Centers) as well as other key organizations to ensure future success and enhancement of individual potential through mentoring, for models and support of basic skills programs.

Through radio, magazine, newspaper, outdoor, direct mail and various other publicity efforts, Coors has communicated the message of literacy and education being "The Right Dream." An original poster series by African American artists was commissioned and reprints are available to the public.

Literacy and the Hispanic Community

Coors addresses the issue of illiteracy in the Hispanic community through a long-term partnership with SER-Jobs for Progress and a multi-media bilingual awareness campaign.

Coors' support of SER, which has 131 affiliates in 96 cities, has led to the opening of eight new SER Family Learning Centers in 1991. These community-based centers offer literacy training as well as adult education and basic job skills.

Coors' message to this community is delivered through the Univision network and other broadcast and print media.

Literacy and Women

Community Relation's Women's Program has been focusing on "Literacy. Pass it On." since its inception with donations, corporate image advertising and events and promotions.

More than 80,000 women have joined with Coors in the fight against illiteracy. Through their purchase of children's books authored for Coors by Stephen Cosgrove, more than $175,000 has been donated to women's literacy projects. Cosgrove's second book commissioned by Coors, **Read on Rita**, is advertised in major women's magazines and is available to distributors and the public for $3.95.

COORS (continued from page 9)

New this year is an eight-page advertising insert featuring comments on the issue of women and literacy by such well-known celebrities and personalities as Kathy Bates, Dixie Carter, Patti LaBelle, Joan Van Ark, Dr. Ruth, U.S. Rep. Pat Schroeder and U.S. Sen. Nancy Kassebaum.

Many women's recreational sports sponsorships including the Women's Major Slowpitch National Championship, the Women's Major Fastpitch Championship, the Coors Light Invitational Women's Softball Championship and the Coors Light Women's Beach Volleyball Tournament all benefit literacy. In addition, major national projects include the "Right to Read" program of Girl Scouts-USA, involving 200,000 Girl Scouts in more than 10,500 literary projects across the United States.

HIPPY, the Home Instruction Program for Pre-school Youngsters, brings literacy into the home and empowers low-income mothers to be educational advocates for their children. Another major program, the Literacy Transfer Project of Wider Opportunities for Women (WOW), will incorporate strategies proven in its major national study, "Teach the Mother, Reach the Child."

With funding from Coors, Zonta International has created its first national literacy program involving its North American membership. Together, WOW and Zonta will provide literacy services for over 70,000 women.

Wesleyan College and Coors have created the Literacy Training Institute in which sororities across the country commit their chapters to the issue of literacy by serving as tutors for local literacy organizations. The first two institutes will result in 1,080 collegiate literacy tutors.

There are a variety of opportunities for distributors to leverage this comprehensive national program within their own communities. For more information on Coors "Literacy. Pass it on.", contact Celia C. Sheneman at 303/277-2784.

Public Service Announcements from Coors

Pencil

This straightforward announcer spot points out the fear and frustration 27 million Americans experience because they cannot read and write. Length: **30**

New Reader

This spot features brief statements from new adult readers across the country about why they decided to learn to read and what is has meant to them. Length: **30**

These PSAs close with "To volunteer or to learn to read call the Coors Literacy Hotline 1-800-626-4601." This 800 number is a national toll-free referral line managed by the Literacy Contact Center.

NATIONAL COALITION FOR LITERACY BRINGS MANY GROUPS TOGETHER

Since 1981 these national organizations have worked together in the National Coalition for Literacy:

American Association for Adult and Continuing Education
American Association of Advertising Agencies
American Library Association
CONTACT, Inc.
B. Dalton Bookseller
International Reading Association
Laubach Literacy International
Literacy Volunteers of America
National Advisory Council on Adult Education
National Commission on Libraries & Information Science
National Council of State Directors of Adult Education

The Coalition has three major objectives:

- To develop and implement a public service advertising campaign with the AD Council and its designated volunteer agency, D'Arcy, Masius, Benton & Bowles.

The campaign objectives are to increase awareness of adult illiteracy as a large and growing problem, motivate prospective volunteers to join the national literacy movement and link them to local literacy agencies and to generate support from business.

- To respond to public interest and inquiries by providing a toll-free 800 telephone number, and a mail and phone referral service through Contact Literacy Center, Inc., Lincoln, Nebraska.
- To raise funds to support the public awareness campaign and the referral service by working with foundations such as the Business Council for Effective Literacy, corporations and agencies such as the U.S. Department of Education and others.

The Coalition for Literacy has had great impact on the problem of illiteracy.

One of the most important early results of the campaign was the number of phone calls to the toll-free telephone referral service staffed by the Contact Literacy Center, Inc. Gary Hill, Contact President, reported receiving more than 337,145 calls from prospective students and volunteers. These calls increased from 31,749 in 1985, 119,153 in 1986, to 186,243 through September 1987. In 1986 55% of these calls were from volunteers and 36% were from students. This is in addition to the network of state and local hotlines, which carried most of the burden.

The Contact Center, Inc. increased its capacity to deal with this by adding new and necessary technology. Their staff increased from 15 to 18 full-time workers and volunteer hours greatly increased. The telephones showed high demand after television appearances by coalition-related speakers, strategically placed prime-time ads and several TV features. Faster response to inquiries was assured by using first-class mail, giving local numbers on the phone when possible and developing computer software to generate responses automatically.

The Contact Literacy Center began in 1978 as a project of the American Association of Advertising Agencies, and continued that affiliation through the Coalition for Literacy. The Center served as the national clearinghouse for the Coalition and responded to requests for information. The hotline was also used by various groups and organizations to respond to publicity on the problem of adult illiteracy nationwide.

New state literacy coalitions have been formed in more than half of the states. In many cases, these groups were formed as a result of Coalition activity. A regional planning conference in the Southwest was supported by the Coalition and technical assistance was provided for new state planning efforts in Washington, Oregon and other areas. The growth of literacy efforts has been unprecedented.

In June, 1986, Anabel Newman, Indiana University, published an evaluation of the impact of the Coalition's Volunteer Against Illiteracy campaign. She described increases in public awareness and resources devoted to adult literacy. Among the findings, the study indicated that awareness of the problems confronting illiterate adults and out-of-school youth in the United States increased measurably. In the first year that this campaign had been running, awareness of functional illiteracy as one of the nation's worst problems increased from 21 percent to 30 percent of the American public. There was a substantial increase in inquiries made to the Contact Center. Nearly 40,000 Americans have volunteered their time and skills to tutor functionally illiterate adults in response to the public service advertising campaign. Newman reported that over $32,095,000 was contributed by the media in time and space for the advertising campaign during its first year. Enrollments in literacy programs were up over nine percent from 1985. Requests to volunteer to the two major volunteer literacy groups, Laubach Literacy International and Literacy Volunteers of America, were up over 100 percent. There was also a marked increase in grant giving and donation of in-kind services to adult literacy from foundations, business and industry.

Many recent literacy related success stories can be attributed directly or indirectly to the Coalition's work and to its public awareness campaign. For example, the Coalition played an important advisory role in PLUS and the U.S. Department of Education's Adult Literacy Initiative.

Recent successes include:

- Formation of the U.S. Department of Education's Adult Literacy Initiative, which attempts to consolidate federal activities and promote coalition building among the many organizations concerned about illiteracy.
- Release of major surveys and studies which provided more accurate data about the current status of illiteracy and its effects in the United States, for example, the 1985 California "Literacy, Employment and the California Economy," the U.S. Department of Education's report "The Literacy Challenge, a Report of LSCA Literacy Activity," the National Assessment of Education Progress's "Profiles of America's Young Adults, 1986," the U.S. Department of Education's "English Language Proficiency Survey, 1986," and the special report of the National Advisory Council on Adult Education "Illiteracy in America: Extent, Causes and Suggested Solutions."
- Increased coalition building at the state and local levels among libraries and other organizations such as Laubach International and Literacy Volunteers of America.
- Continuing efforts by the Business Council for Effective Literacy, which generates interest and support for literacy initiatives among business leaders.
- and PLUS, an unprecedented cooperative effort between Public Broadcasting Service and ABC, two major national broadcasters that joined forces in a common public service effort in the Fall of 1986.

Having concluded a very successful public awareness campaign, the Coalition members decided to launch a second phase. The Coalition has established the following goals and believes that it is important for these major organizations

with a continuing concern about illiteracy to meet quarterly: to provide regular communication among members, to stimulate other public awareness efforts, to provide a forum for presenting relevant research and development projects, to establish policies and provide advice, to influence public policy and relate them to state programs. At the moment, the Coalition for Literacy is reviewing the membership of the Coalition and considering inviting other groups to join in the continuing battle against adult functional illiteracy.

AMERICAN LIBRARY ASSOCIATION OFFERS SPECIAL LITERACY PSAs

Raisin Rap - The California Raisins rap about reading. It is available on 3/4" videocassette.
Length: :30 Cost: $35

Check Out A Job directs job seekers and career changers to the library. Two versions of this spot are available. One is tagged to ALA, the other one has extra tape for local tag. 3/4" videocassette.
Length: :30 Cost: $35

Read to Someone You Love features Bill Cosby encouraging this enjoyable activity.
Length: :30 Cost: $35

Be Cool is an MTV-style video that delivers the message "you've got to be cool on the inside, too."
Length: :30 Cost: $35

To order these PSAs, call toll free, 800-545-2433.

PLUS UPDATE

National Media Outreach Center
4802 Fifth Avenue
Pittsburgh, PA 15213

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